

# **Cypress-Fairbanks Independent School District**

## **Jowell Elementary School**

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



# Mission Statement

Jowell Elementary School will promote an environment that embraces individual differences and offers opportunities of high academic standards for all students to excel while encouraging and developing life-long learners. Jowell Elementary focuses on the diversity and strengths of all students while being committed to making a difference in each student's life.

## Vision

LEAD: Learn, Empower, Achieve, Dream

## P.A.W.S.

At Jowell Elementary, we use Positive Behavioral and Intervention Supports (PBIS) to help us ensure that students improve academically and behaviorally. Our Jaguars follow the **P.A.W.S.** matrix which specifically defines behaviors for use throughout our building and on our school grounds. P.A.W.S. is an acronym which stands for **P**ositive, **A**ccountable, **W**illing to do whatever it takes, and **S**uccessful.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: The CPOC committee met and review the local assessments from current and prior years as well as surveys conducted. The committee worked in small groups based on instructional area knowledge. The groups shared their findings, and the committee reached a consensus. The committee reconvened to review data and make revisions based on additional data received.

In summary, the comprehensive needs assessment denotes the following: The students need: 1) consistency in providing the components of RLA instruction 2) opportunities to receive feedback and write across the curriculum 3) consistent utilization of academic vocabulary and spiraling concepts to form a strong math foundation 4) opportunities to increase and utilize academic language.

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

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

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

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

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

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

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

- *Registration and Enrollment Forms*
- *Progress Reports*

- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

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

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

# Student Achievement

## Student Achievement Summary

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

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

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

Reading STAAR:

- 3rd - All, Hispanic, African American, and White sub-populations scored above cluster group in Meets
- 3rd - African American and White sub-populations scored above cluster group in Masters
- 3rd Grade Meets Grade Level Standards: White and African American sub-populations met targets
- 3rd Grade Masters Grade Level Standards: White sub-populations met targets
- 4th - Hispanic sub-population scored above cluster group in Meets
- 4th Grade Masters Grade Level Standards: White sub-populations met targets
- 4th – LEP and White sub-populations scored above cluster group in Masters
- 5th Grade Meets Grade Level Standards: White, Special Education sub-populations met targets
- 5th - Hispanic, White, LEP and SPED sub-populations scored above cluster group in Meets

- 5th- All, Hispanic, African American, and White sub-populations scored above cluster group in Masters

#### Math STAAR:

- 3rd- African American sub-population scored above cluster group in Meets
- 3rd- African American sub-population scored above cluster group in Masters
- 4th- African American sub-population scored above cluster group in Meets
- 4th- African Americans and LEP sub-populations scored above cluster group in Masters

#### Science STAAR:

- 5th- All, Hispanic, African American, Economically Disadvantaged, LEP and SPED sub-populations scored above cluster group in Meets

#### Writing STAAR:

- 4th- LEP sub-population scored above cluster group in Meets

#### TELPAS

- 3<sup>rd</sup>- 38% of students progressed one proficiency level
- 4<sup>th</sup> -25% of students progressed one proficiency level

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

**Problem Statement 1:** Reading: Our economically disadvantaged students are not performing at the same level as other populations. **Root Cause:** Reading: The components of RLA need to be taught with fidelity to improve instruction.

**Problem Statement 2:** Writing: Our economically disadvantaged student population consistently performs below grade-level standards. **Root Cause:** Writing: We need to hold students consistently accountable for writing across all content areas.

**Problem Statement 3:** Math: Our economically disadvantaged student population does not have a strong math foundation. **Root Cause:** Math: We need to expose students to academic language and repetitive exposure to new concepts.

**Problem Statement 4:** Science: Our AA students are performing below the other sub-populations. **Root Cause:** Science: We need to help students understand the importance of science and how it applies to the real world.

**Problem Statement 5:** Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

**Problem Statement 6:** Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

**Problem Statement 7:** Additional Targeted Support Reading (data based on 2018-19 identification): White students did not meet the targets on Domain III. **Root Cause:** Additional Targeted Support Reading: We need to build students' interest in reading.

**Problem Statement 8:** Additional Targeted Support Math (data based on 2018-19 identification): White students did not meet the targets on Domain III. **Root Cause:** Additional Targeted Support Math: Teachers are not actively planning for relevant instruction.

# School Culture and Climate

## School Culture and Climate Strengths

Jowell staff teaches safety procedures and conducts all required drills. Staff is very vigilant regarding safety and reports any unknown visitors on campus as well as any concerns regarding doors closing or not locking. After drills, a debriefing occurs to determine the need for changes to current practices. Teachers are conducting daily meetings with all students. Our office referral decreased by 65%.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Too many students are missing classroom instruction. **Root Cause:** School Culture and Climate: We need to teach students coping skills and strategies to regulate emotions.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

We provide all new teachers receive a mentor. Our teachers participate in Design Teams to helps structure and contribute to the working of the school. Instructional coaches plan weekly with the teaching teams. Certified teachers are hired to assist teachers in reteaching students in math and reading. All questions on the Employee Perception Survey scored above 90% Strongly Agree/Agree.

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

**Problem Statement 1:** Staff Quality, Recruitment and Retention: Staff attendance is lower than normal. **Root Cause:** Staff Quality, Recruitment and Retention: We need to encourage and support staff.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

- Jowell partnered with the community and families to provide multiple formats to reach out to families in order to increase participation in curriculum events and family events.
- We purchase high-quality technology subscriptions that can be utilized at home for increased quality instruction.
- We maintain active communication with parents through Facebook, Twitter, School Messenger, Schoology and Remind.
- Our families are willing to support us whenever needed.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Parents need more opportunities to be involved at Jowell. **Root Cause:** Parent and Community Engagement: We need to provide parents multiple opportunities to participate in activities at Jowell.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

## Employee Data

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

## Parent/Community Data

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

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: October 11, 2021

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> 1) All ELA classes will have independent reading time each day. 2) All ELA classes will conduct read aloud daily with modeling and for interests. 3) All ELA teachers will confer with students and meet with them in small groups weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Learning A-Z provides additional reading materials for striving learners to help meet or exceed the targets on the attached CIP target tables.</p> <p>RISE and Rime are used to increase independent reading levels for striving learners to help meet or exceed the targets on the attached CIP target tables.</p> <p>SORT-3 is a tool used to assess reading skills and assist in small groups to help meet or exceed the targets on the attached CIP target tables.</p> <p>Magnetic trays are used with the RIME kits for small groups to help meet or exceed the targets on the attached CIP target tables.</p> <p>Main Street Theater was used to engage students with a read aloud accompanied by a theatrical experience.</p> <p>Barnes and Noble books are used in classroom libraries for read alouds and independent reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/IS/AP/Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Reading A to Z, Raz Kids - Title I - \$236, RISE and Rime Kits - Title I - \$23,593.62, SORT -3 - Title I - \$157.85, Magnetic Trays - Title I - \$149.94, Main Street Theater - Title I - \$920, Barnes and Noble - Title I - \$405.40</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> 1) All content teachers will expect written responses with complete sentences, correct grammar, and punctuation. 2) RLA teachers will provide explicit writing instruction daily with regular feedback and frequent conferencing to meet individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>The consultant works with all teachers to promote high-quality instruction, alignment between grade levels and content areas, and assist in providing feedback and conferring to help students meet or exceed targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> IS/AP/Principal</p> <p><b>Funding Sources:</b> Consultant Elizabeth Martin - Title I - \$6,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> 1) All staff members will require complete sentences from students during discussions and written assignments. 2) Students will be provided with opportunities throughout the writing process to add meaning and volume to their composition.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> IS/AP/Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: Math:</b> 1) Teachers will use and teach academic vocabulary to increase understanding of math concepts and plan for their use weekly. 2) Teachers will ensure students have the opportunity to utilize Reflex Math at least one time per week. 3) Teachers will plan and conduct daily number talks and content conversations to develop basic number sense.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Reflex Math promotes the learning of math facts resulting in more confident mathematicians to help meet or exceed the targets on the attached CIP target tables.</p> <p>Increase strategy knowledge of teachers using a consultant as well as training on materials provided by the consultant to help meet or exceed the targets on the attached CIP target tables.</p> <p>Math teacher attended the Conference for the Advancement of Mathematics Teaching to help meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> IS/AP/Principal</p> <p><b>Funding Sources:</b> Reflex Math - Title I - \$2,695, Consultant MathLink Consulting - Title I - \$9,821.97, CAMT Conference - Title I - \$1,038.94</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: 1) Teachers will promote the use of scientific vocabulary using strategies such as higher-level questioning, whole-brain activities, and hands-on learning experiences to promote relevance.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Science Lab Teacher assists in providing additional hands-on experiences and tutoring students to help meet or exceed the targets on the attached CIP target tables.</p> <p>Legends of Learning subscription increases vocabulary and exposure to science concepts to help meet or exceed the targets on the attached CIP target tables.</p> <p>Flocabulary is to help teach vocabulary through rap and relevance to help meet or exceed the targets on the attached CIP target tables.</p> <p>Science lab materials are needed to provide hands-on experiences to help meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> IS/AP/Principal</p> <p><b>Funding Sources:</b> Science Lab Teacher - \$73,469.70, Legends of Learning Subscription - \$1,700, Flocabulary - Title I - \$2,100, Science Lab Materials - Title I - \$704.75</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: individual and small group instruction during Power Up every day.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> IS/AP/Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Well-Rounded Education: The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Jaguar Leaders, House Meetings, Run Club, Name That Book Competition, Tech Lab lessons, typing program (Edutyping), daily classroom meetings, school garden, and school pets, as well as monthly guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	Formative		
	Nov	Feb	May
			

**Strategy 8 Details**

**Formative Reviews**

**Strategy 8:** Deepen understanding of and address specific academic needs of the economically disadvantaged student groups in an effort to address the needs of all students, particularly at-risk.

**Formative**

<b>Nov</b>	<b>Feb</b>	<b>May</b>
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**Strategy's Expected Result/Impact:** Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.

Studies Weekly is a high-interest resource that will increase academic vocabulary to help meet or exceed the targets on the attached CIP target tables.

US games to provide a variety of games for students at recess and in P.E.

Math tutor works with students to close the gaps.

Supplies are needed to ensure teachers are able to provide engaging lessons and students have access to them.

Paper is utilized to provide students with copies of work and send communication home to parents.

Printer Ink is needed to provide students and teachers with quality printouts of work products and information.

TV/Mount for the cafeteria to communicate upcoming events and information to students and parents.

Edutyping is provided to all students to promote keyboarding skills and improve access to electronic communication and work products.

iPad Charging Cart enables teachers to charge and secure several devices at a time.

Bilingual para supports our LEP students in all content areas.

Stand Up desks support movement for both students and teachers during instructional time.

Scholastic End-of-Year Book Fair will provide every student with 5 books to read over the summer.

Tech Coach attended the Texas Computer Education Association conference.

Drum Cafe was an interactive, motivational performance for all students.

Supplies were purchased from School Specialty for science projects and small group instruction.

**Staff Responsible for Monitoring:** Principal

**Schoolwide and Targeted Assistance Title I Elements: 2.6**

**Funding Sources:** Studies Weekly - \$1,915.25, Supplies for all students-US Games - Title I - \$1,235.42, Provide math tutor - \$29,080.58, Bilingual Para - Title I - \$22,170.06, Edutyping - Title I - \$3,075.60, Printer Ink - Title I - \$4,711.78, Ipad Charging Cart - Title I - \$1,939.99, TV/Mount - Title I - \$1,488, Paper - Title I - \$938, Supplies - Title I - \$6,691.96, Stand Up Desks - Title I - \$745.98, Scholastic Book Fair - Title I - \$19,244, TCEA Conference - Title I - \$1,179.84, Drum Cafe - Title I - \$3,250, School Specialty - Title I - \$4,424.74



 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><b>Strategy 1:</b> Provide tutoring including planning time for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who attend consistently will increase reading level by 6 months and teachers will have an opportunity to plan effective lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Tutoring - ESSER III - \$2,034</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Class size reduction teacher: Create a self-contained 3rd grade class and staff with an experienced teacher</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students will score approaches or higher</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Teacher - ESSER III - \$87,384, Sub for absences - ESSER III - \$1,313, Subs for staff development - ESSER III - \$94</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will provide research-based intervention consistently to targeted students working below level</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in reading levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Intervention supplies for RISE/RIME Magic - ESSER III - \$4,922</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

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

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

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will provide targeted instruction during class and before-school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed attached target tables.</p> <p>Materials needed for targeted math instruction to meet or exceed attached target tables.</p> <p>Tutors will provide additional instruction for some students to assist in meeting or exceeding the attached target tables. Tutors will also be provided time to plan in order to implement effective instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> The Math Learning Center Bridges Kits - Special Allotment: Compensatory Education - \$1,650, Bridges Training - Special Allotment: Compensatory Education - \$525, Supplies - Special Allotment: Compensatory Education - \$430</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 4: Additional Targeted Support:** By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Growth Reading (69%), Growth Math (74%), Student Success (58%).

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Additional Targeted Support Reading:</b></p> <p>1) Schedule silent sustained reading time (student chosen book) for the entire class for a minimum of 2x per week.            2) All ELA classes will have read alouds and model thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Additional Targeted Support Math:</b></p> <p>1) Teachers will consistently use academic vocabulary throughout lessons.            2) Teachers will plan for and conduct daily number talks and content conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Safety procedures from EOP will be reviewed every 9 weeks.  <b>Strategy's Expected Result/Impact:</b> Increased knowledge and awareness of procedures.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills</b> (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.  <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the 2021-22 school year, student attendance will be at 96.3%.

**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Provide school wide recognition for classes with highest attendance percentage in attendance.  <b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 96.3%.  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Utilize PBIS rewards to communicate with parents and students regarding behavior.  <b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.  <b>Staff Responsible for Monitoring:</b> AP/BI/Principal</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 -Reduce in school suspensions for SPED African American students by implementing alternative consequences.  <b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 10%.  <b>Staff Responsible for Monitoring:</b> AP/BI/Principal</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: Develop and implement a continuum of consequences.  <b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 10%.  <b>Staff Responsible for Monitoring:</b> AP/BI/Principal</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: Conduct daily classroom meetings to support students Social-emotional needs daily.  <b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.  <b>Staff Responsible for Monitoring:</b> APs/Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Violence Prevention: Counselors provide monthly guidance lessons to teach coping skills and emotional regulation. <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0% <b>Staff Responsible for Monitoring:</b> Counselors/APs/Principals	Formative		
	Nov	Feb	May
	 85%	 100%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

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

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

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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase from 95.56% to 96.5%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Staff will be recognized every nine weeks for attendance.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by .1%.  <b>Staff Responsible for Monitoring:</b> Principal</p>	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 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Staff development will be provided by staff members based needs as determined by surveying staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain more knowledge to improve instruction impacting student progress.</p> <p>The math consultant supports teacher instruction by unpacking the TEKS, assisting with vertical alignment, increasing teacher knowledge of multiple instructional strategies for math concepts through direct instruction, observation and feedback.</p> <p>The writing consultant plans with teachers to create lessons based on student need which maximize student progress.</p> <p>Region IV classes for a Reading Interventionist to improve instruction and increase student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Region IV staff development - \$210, Math Consultant - \$7,500, Consultant for Writing -Elizabeth Martin - \$4,500</p>	Formative		
	Nov	Feb	May
			

 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 2021-22 school year, parent and family engagement will increase by 10%.

**Evaluation Data Sources:** Parent Survey

Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Provide meaningful opportunities for parents to interact with staff at Jowell such as Virtual Curriculum Night, Fall and Spring Parent Nights, Jaguar Leader lunches, field day, Name That Book, Nature Trails, KISS, Spelling Bee, parent conferences, and increase electronic communication with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p> <p>PBIS Rewards will provide an additional method of communication with parents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> PBIS Rewards to improve parent communication. - \$2,098</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s):</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for Jowell 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 Jowell Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Testing Coordinator	1
1 position	Core Content Area Coach	1
1 position	Behavior Interventionist	1
2 positions	Teacher	1
5 positions	Core Content Area Interventionist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Science Labs	1
Staff	Paraprofessional	Push-in Math Tutoring	1
Staff	Paraprofessional	Bilingual Classroom Aide	1

# 2021-2022 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kimberley Criswell	Principal
Testing Coordinator	Caroline Nelson	
Non-classroom Professional	Lesley Pratt	Reading Interventionist
Classroom Teacher	Gabby Renaud	Teacher
Classroom Teacher	Jason Marshall	Teacher
Classroom Teacher	Kelli Matula	Teacher
Classroom Teacher	Miguel Hernandez	Teacher
Classroom Teacher	Brigette Underwood	Teacher
Non-classroom Professional	Jaffar Milledge	Math Interventionist
Administrator	Virginia Stout	AP
Administrator	Suzanne Nicks	AP
Administrator	Colleen Layton	Counselor
Administrator	Lauren Nungesser	Counselor
Paraprofessional	Debbie Powell	Para
Non-classroom Professional	Lisa Jandal	Behavior Interventionist
Non-classroom Professional	Tiffany Glover	Instructional Specialist
Non-classroom Professional	Christi Moran	Instructional Specialist
Non-classroom Professional	Alpha Cruz	Librarian
District-level Professional	Francisca Carter	Special Education Behavior Coach
Community Representative	Ron Webb	Community Member
Community Representative	Cristina Woodall	Community Member
Parent	NaTisha Zilton	Parent
Business Representative	Tamara Barksdale	Business Representative
Parent	Yuliana Martinez	Parent
Business Representative	Jisha Iyer	Business Representative
Classroom Teacher	Adrienne Atkins	teacher

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutoring		\$2,034.00
1	2	2	Teacher		\$87,384.00
1	2	2	Sub for absences		\$1,313.00
1	2	2	Subs for staff development		\$94.00
1	2	3	Intervention supplies for RISE/RIME Magic		\$4,922.00
<b>Sub-Total</b>					<b>\$95,747.00</b>
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Magnetic Trays		\$149.94
1	1	1	Reading A to Z, Raz Kids		\$236.00
1	1	1	SORT -3		\$157.85
1	1	1	Barnes and Noble	\$405.40	\$0.00
1	1	1	RISE and Rime Kits		\$23,593.62
1	1	1	Main Street Theater		\$920.00
1	1	2	Consultant Elizabeth Martin		\$6,000.00
1	1	4	Reflex Math		\$2,695.00
1	1	4	Consultant MathLink Consulting		\$9,821.97
1	1	4	CAMT Conference		\$1,038.94
1	1	5	Flocabulary		\$2,100.00
1	1	5	Science Lab Materials		\$704.75
1	1	8	Supplies		\$6,691.96
1	1	8	TCEA Conference		\$1,179.84
1	1	8	Supplies for all students-US Games		\$1,235.42
1	1	8	Printer Ink		\$4,711.78
1	1	8	Scholastic Book Fair		\$19,244.00
1	1	8	School Specialty		\$4,424.74
1	1	8	TV/Mount		\$1,488.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Drum Cafe		\$3,250.00
1	1	8	Stand Up Desks		\$745.98
1	1	8	Paper		\$938.00
1	1	8	Edotyping		\$3,075.60
1	1	8	Ipad Charging Cart		\$1,939.99
1	1	8	Bilingual Para		\$22,170.06
<b>Sub-Total</b>					\$118,513.44
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$430.00
<b>Sub-Total</b>					\$430.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	The Math Learning Center Bridges Kits		\$1,650.00
1	3	1	Bridges Training		\$525.00
<b>Sub-Total</b>					\$2,175.00

# 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	Jowell	All	183	91	50%	60%	10%	207	113	55%
Math	3	Jowell	Hispanic	114	53	46%	52%	6%	124	66	53%
Math	3	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Jowell	Asian	10	9	90%	91%	1%	8	6	75%
Math	3	Jowell	African Am.	48	25	52%	58%	6%	60	33	55%
Math	3	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Jowell	White	6	4	67%	75%	8%	11	7	64%
Math	3	Jowell	Two or More	*	*	*	*	*	*	*	*
Math	3	Jowell	Eco. Dis.	146	70	48%	50%	2%	175	86	49%
Math	3	Jowell	LEP Current	62	22	35%	45%	10%	52	24	46%
Math	3	Jowell	At-Risk	136	69	51%	55%	4%	173	84	49%
Math	3	Jowell	SPED	20	5	25%	28%	3%	30	4	13%
Math	4	Jowell	All	185	80	43%	55%	12%	194	89	46%
Math	4	Jowell	Hispanic	119	49	41%	48%	7%	114	53	46%
Math	4	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Jowell	Asian	8	4	50%	70%	20%	10	9	90%
Math	4	Jowell	African Am.	43	19	44%	55%	11%	57	22	39%
Math	4	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Jowell	White	9	6	67%	75%	8%	8	5	63%
Math	4	Jowell	Two or More	*	*	*	*	*	*	*	*
Math	4	Jowell	Eco. Dis.	150	65	43%	50%	7%	166	73	44%
Math	4	Jowell	LEP Current	56	17	30%	38%	8%	57	19	33%
Math	4	Jowell	At-Risk	100	40	40%	50%	10%	149	63	42%
Math	4	Jowell	SPED	20	0	0%	10%	10%	28	6	21%
Math	5	Jowell	All	198	117	59%	65%	6%	203	136	67%
Math	5	Jowell	Hispanic	125	74	59%	63%	4%	124	83	67%
Math	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Jowell	Asian	7	5	71%	75%	4%	8	8	100%
Math	5	Jowell	African Am.	47	26	55%	60%	5%	53	34	64%
Math	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Jowell	White	14	8	57%	65%	8%	11	7	64%
Math	5	Jowell	Two or More	*	*	*	*	*	5	3	60%
Math	5	Jowell	Eco. Dis.	172	100	58%	60%	2%	171	113	66%
Math	5	Jowell	LEP Current	59	28	47%	50%	3%	56	31	55%
Math	5	Jowell	At-Risk	143	77	54%	58%	4%	160	107	67%
Math	5	Jowell	SPED	12	4	33%	34%	1%	29	3	10%

Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability  
**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Jowell	All	181	116	64%	75%	11%	209	154	74%
Reading	3	Jowell	Hispanic	114	68	60%	65%	5%	125	96	77%
Reading	3	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Jowell	Asian	8	7	88%	90%	2%	8	8	100%
Reading	3	Jowell	African Am.	48	34	71%	75%	4%	61	39	64%
Reading	3	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Jowell	White	6	5	83%	85%	2%	11	9	82%
Reading	3	Jowell	Two or More	*	*	*	*	*	*	*	*
Reading	3	Jowell	Eco. Dis.	144	89	62%	70%	8%	177	124	70%
Reading	3	Jowell	LEP Current	62	25	40%	60%	20%	52	37	71%
Reading	3	Jowell	At-Risk	134	75	56%	60%	4%	174	122	70%
Reading	3	Jowell	SPED	19	6	32%	33%	1%	30	7	23%
Reading	4	Jowell	All	184	93	51%	70%	19%	194	128	66%
Reading	4	Jowell	Hispanic	118	62	53%	60%	7%	114	75	66%
Reading	4	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Jowell	Asian	8	5	63%	65%	2%	10	9	90%
Reading	4	Jowell	African Am.	43	20	47%	55%	8%	57	35	61%
Reading	4	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Jowell	White	9	4	44%	50%	6%	8	5	63%
Reading	4	Jowell	Two or More	*	*	*	*	*	*	*	*
Reading	4	Jowell	Eco. Dis.	149	72	48%	50%	2%	166	107	64%
Reading	4	Jowell	LEP Current	56	21	38%	50%	12%	57	28	49%
Reading	4	Jowell	At-Risk	100	48	48%	50%	2%	149	96	64%
Reading	4	Jowell	SPED	19	2	11%	13%	2%	28	6	21%
Reading	5	Jowell	All	197	138	70%	75%	5%	203	150	74%
Reading	5	Jowell	Hispanic	124	90	73%	75%	2%	124	91	73%
Reading	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Jowell	Asian	7	5	71%	75%	4%	8	7	88%
Reading	5	Jowell	African Am.	48	29	60%	65%	5%	53	41	77%
Reading	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Jowell	White	14	11	79%	85%	6%	11	8	73%
Reading	5	Jowell	Two or More	*	*	*	*	*	5	2	40%
Reading	5	Jowell	Eco. Dis.	171	114	67%	70%	3%	171	122	71%
Reading	5	Jowell	LEP Current	59	29	49%	52%	3%	56	34	61%
Reading	5	Jowell	At-Risk	142	91	64%	68%	4%	160	113	71%
Reading	5	Jowell	SPED	12	6	50%	51%	1%	29	7	24%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Jowell	All	200	135	68%	75%	7%	202	138	68%
Science	5	Jowell	Hispanic	126	89	71%	75%	4%	124	84	68%
Science	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Jowell	Asian	7	6	86%	90%	4%	8	7	88%
Science	5	Jowell	African Am.	48	24	50%	55%	5%	52	35	67%
Science	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Jowell	White	14	12	86%	90%	4%	11	8	73%
Science	5	Jowell	Two or More	*	*	*	*	*	5	4	80%
Science	5	Jowell	Eco. Dis.	174	114	66%	72%	6%	170	109	64%
Science	5	Jowell	LEP Current	59	31	53%	56%	3%	56	33	59%
Science	5	Jowell	At-Risk	144	91	63%	66%	3%	159	106	67%
Science	5	Jowell	SPED	12	5	42%	47%	5%	29	6	21%

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	Jowell	All	185	27	15%	30%	15%	194	25	13%
Math	4	Jowell	Hispanic	119	16	13%	30%	17%	114	14	12%
Math	4	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Jowell	Asian	8	1	13%	30%	17%	10	6	60%
Math	4	Jowell	African Am.	43	8	19%	30%	11%	57	5	9%
Math	4	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Jowell	White	9	2	22%	30%	8%	8	0	0%
Math	4	Jowell	Two or More	*	*	*	*	*	*	*	*
Math	4	Jowell	Eco. Dis.	150	20	13%	30%	17%	166	19	11%
Math	4	Jowell	LEP Current	56	5	9%	25%	16%	57	5	9%
Math	4	Jowell	At-Risk	100	14	14%	30%	16%	149	12	8%
Math	4	Jowell	SPED	20	0	0%	10%	10%	28	2	7%
Math	5	Jowell	All	198	65	33%	45%	12%	203	80	39%
Math	5	Jowell	Hispanic	125	37	30%	45%	15%	124	48	39%
Math	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Jowell	Asian	7	4	57%	65%	8%	8	5	63%
Math	5	Jowell	African Am.	47	15	32%	45%	13%	53	19	36%
Math	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Jowell	White	14	6	43%	55%	12%	11	6	55%
Math	5	Jowell	Two or More	*	*	*	*	*	5	2	40%
Math	5	Jowell	Eco. Dis.	172	56	33%	45%	12%	171	66	39%
Math	5	Jowell	LEP Current	59	12	20%	35%	15%	56	18	32%
Math	5	Jowell	At-Risk	143	37	26%	40%	14%	160	59	37%
Math	5	Jowell	SPED	12	1	8%	10%	2%	29	2	7%
Reading	4	Jowell	All	184	43	23%	35%	12%	194	77	40%
Reading	4	Jowell	Hispanic	118	32	27%	35%	8%	114	48	42%
Reading	4	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Jowell	Asian	8	1	13%	35%	22%	10	6	60%
Reading	4	Jowell	African Am.	43	8	19%	35%	16%	57	19	33%
Reading	4	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Jowell	White	9	2	22%	35%	13%	8	4	50%
Reading	4	Jowell	Two or More	*	*	*	*	*	*	*	*
Reading	4	Jowell	Eco. Dis.	149	33	22%	35%	13%	166	63	38%
Reading	4	Jowell	LEP Current	56	4	7%	30%	23%	57	17	30%
Reading	4	Jowell	At-Risk	100	21	21%	30%	9%	149	51	34%
Reading	4	Jowell	SPED	19	0	0%	10%	10%	28	3	11%

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**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	Jowell	All	197	80	41%	50%	9%	203	98	48%
Reading	5	Jowell	Hispanic	124	49	40%	50%	10%	124	63	51%
Reading	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Jowell	Asian	7	4	57%	60%	3%	8	4	50%
Reading	5	Jowell	African Am.	48	15	31%	45%	14%	53	26	49%
Reading	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Jowell	White	14	10	71%	75%	4%	11	5	45%
Reading	5	Jowell	Two or More	*	*	*	*	*	5	0	0%
Reading	5	Jowell	Eco. Dis.	171	63	37%	45%	8%	171	80	47%
Reading	5	Jowell	LEP Current	59	10	17%	50%	33%	56	19	34%
Reading	5	Jowell	At-Risk	142	44	31%	40%	9%	160	71	44%
Reading	5	Jowell	SPED	12	2	17%	20%	3%	29	3	10%
Science	5	Jowell	All	200	66	33%	45%	12%	202	76	38%
Science	5	Jowell	Hispanic	126	40	32%	45%	13%	124	49	40%
Science	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Jowell	Asian	7	4	57%	60%	3%	8	5	63%
Science	5	Jowell	African Am.	48	12	25%	45%	20%	52	17	33%
Science	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Jowell	White	14	7	50%	60%	10%	11	5	45%
Science	5	Jowell	Two or More	*	*	*	*	*	5	0	0%
Science	5	Jowell	Eco. Dis.	174	55	32%	45%	13%	170	58	34%
Science	5	Jowell	LEP Current	59	11	19%	40%	21%	56	11	20%
Science	5	Jowell	At-Risk	144	40	28%	40%	12%	159	56	35%
Science	5	Jowell	SPED	12	2	17%	18%	1%	29	5	17%

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**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Jowell	All	183	8	4%	8%	4%	207	10	5%
Math	3	Jowell	Hispanic	114	5	4%	8%	4%	124	4	3%
Math	3	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Jowell	Asian	10	0	0%	5%	5%	8	2	25%
Math	3	Jowell	African Am.	48	3	6%	8%	2%	60	4	7%
Math	3	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Jowell	White	6	0	0%	3%	3%	11	0	0%
Math	3	Jowell	Two or More	*	*	*	*	*	*	*	*
Math	3	Jowell	Eco. Dis.	146	5	3%	8%	5%	175	8	5%
Math	3	Jowell	LEP Current	62	1	2%	8%	6%	52	1	2%
Math	3	Jowell	At-Risk	136	4	3%	8%	5%	173	6	3%
Math	3	Jowell	SPED	20	0	0%	2%	2%	30	1	3%
Math	4	Jowell	All	185	12	6%	8%	2%	194	7	4%
Math	4	Jowell	Hispanic	119	7	6%	8%	2%	114	4	4%
Math	4	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Jowell	Asian	8	1	13%	15%	2%	10	2	20%
Math	4	Jowell	African Am.	43	3	7%	10%	3%	57	1	2%
Math	4	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Jowell	White	9	1	11%	15%	4%	8	0	0%
Math	4	Jowell	Two or More	*	*	*	*	*	*	*	*
Math	4	Jowell	Eco. Dis.	150	9	6%	10%	4%	166	3	2%
Math	4	Jowell	LEP Current	56	3	5%	10%	5%	57	1	2%
Math	4	Jowell	At-Risk	100	8	8%	10%	2%	149	3	2%
Math	4	Jowell	SPED	20	0	0%	10%	10%	28	0	0%
Math	5	Jowell	All	198	30	15%	18%	3%	203	37	18%
Math	5	Jowell	Hispanic	125	18	14%	18%	4%	124	21	17%
Math	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Jowell	Asian	7	3	43%	45%	2%	8	3	38%
Math	5	Jowell	African Am.	47	5	11%	15%	4%	53	12	23%
Math	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Jowell	White	14	1	7%	10%	3%	11	1	9%
Math	5	Jowell	Two or More	*	*	*	*	*	5	0	0%
Math	5	Jowell	Eco. Dis.	172	25	15%	18%	3%	171	29	17%
Math	5	Jowell	LEP Current	59	4	7%	10%	3%	56	6	11%
Math	5	Jowell	At-Risk	143	17	12%	15%	3%	160	24	15%
Math	5	Jowell	SPED	12	0	0%	2%	2%	29	0	0%

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**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Jowell	All	181	21	12%	15%	3%	209	52	25%
Reading	3	Jowell	Hispanic	114	12	11%	14%	3%	125	27	22%
Reading	3	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Jowell	Asian	8	1	13%	15%	2%	8	5	63%
Reading	3	Jowell	African Am.	48	7	15%	18%	3%	61	16	26%
Reading	3	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Jowell	White	6	1	17%	20%	3%	11	3	27%
Reading	3	Jowell	Two or More	*	*	*	*	*	*	*	*
Reading	3	Jowell	Eco. Dis.	144	16	11%	15%	4%	177	34	19%
Reading	3	Jowell	LEP Current	62	1	2%	10%	8%	52	10	19%
Reading	3	Jowell	At-Risk	134	12	9%	10%	1%	174	31	18%
Reading	3	Jowell	SPED	19	0	0%	0%	0%	30	1	3%
Reading	4	Jowell	All	184	15	8%	10%	2%	194	24	12%
Reading	4	Jowell	Hispanic	118	10	8%	10%	2%	114	16	14%
Reading	4	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Jowell	Asian	8	0	0%	10%	10%	10	2	20%
Reading	4	Jowell	African Am.	43	3	7%	10%	3%	57	5	9%
Reading	4	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Jowell	White	9	2	22%	25%	3%	8	1	13%
Reading	4	Jowell	Two or More	*	*	*	*	*	*	*	*
Reading	4	Jowell	Eco. Dis.	149	8	5%	10%	5%	166	18	11%
Reading	4	Jowell	LEP Current	56	2	4%	10%	6%	57	5	9%
Reading	4	Jowell	At-Risk	100	7	7%	10%	3%	149	15	10%
Reading	4	Jowell	SPED	19	0	0%	0%	0%	28	1	4%
Reading	5	Jowell	All	197	32	16%	21%	5%	203	56	28%
Reading	5	Jowell	Hispanic	124	16	13%	15%	2%	124	39	31%
Reading	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Jowell	Asian	7	1	14%	15%	1%	8	3	38%
Reading	5	Jowell	African Am.	48	11	23%	25%	2%	53	12	23%
Reading	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Jowell	White	14	3	21%	25%	4%	11	2	18%
Reading	5	Jowell	Two or More	*	*	*	*	*	5	0	0%
Reading	5	Jowell	Eco. Dis.	171	26	15%	18%	3%	171	45	26%
Reading	5	Jowell	LEP Current	59	1	2%	5%	3%	56	6	11%
Reading	5	Jowell	At-Risk	142	18	13%	15%	2%	160	39	24%
Reading	5	Jowell	SPED	12	0	0%	5%	5%	29	1	3%

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**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Jowell	All	200	14	7%	10%	3%	202	40	20%
Science	5	Jowell	Hispanic	126	7	6%	10%	4%	124	28	23%
Science	5	Jowell	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Jowell	Asian	7	1	14%	15%	1%	8	2	25%
Science	5	Jowell	African Am.	48	2	4%	8%	4%	52	8	15%
Science	5	Jowell	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Jowell	White	14	1	7%	10%	3%	11	2	18%
Science	5	Jowell	Two or More	*	*	*	*	*	5	0	0%
Science	5	Jowell	Eco. Dis.	174	13	7%	10%	3%	170	34	20%
Science	5	Jowell	LEP Current	59	0	0%	5%	5%	56	5	9%
Science	5	Jowell	At-Risk	144	6	4%	8%	4%	159	26	16%
Science	5	Jowell	SPED	12	0	0%	2%	2%	29	3	10%

**Jowell**

**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 40% to 50% by June 2025.**

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
40%	42%	44%	47%	50%

**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	36%	37%							35%		39%	39%	43%
2022	38%	39%	NA	NA	NA	NA	NA	NA	37%	NA	41%	41%	45%
2023	40%	41%	NA	NA	NA	NA	NA	NA	39%	NA	43%	43%	47%
2024	43%	44%	NA	NA	NA	NA	NA	NA	42%	NA	46%	46%	50%
2025	46%	47%	NA	NA	NA	NA	NA	NA	45%	NA	49%	49%	53%

**Early Childhood Math Board Outcome Goal**

**The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 47% by June 2025.**

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
37%	39%	41%	44%	47%

**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	36%	33%							35%		36%	37%	37%
2022	38%	35%	NA	NA	NA	NA	NA	NA	37%	NA	38%	39%	39%
2023	40%	37%	NA	NA	NA	NA	NA	NA	39%	NA	40%	41%	41%
2024	43%	40%	NA	NA	NA	NA	NA	NA	42%	NA	43%	44%	44%
2025	46%	43%	NA	NA	NA	NA	NA	NA	45%	NA	46%	47%	47%

# 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.