

Cypress-Fairbanks Independent School District

Lowery Elementary School

2022-2023



Mission Statement

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

Lowery: Our commitment is to empower every student to reach their academic, behavioral and social/emotional potential as measured by state, district and individual standards. We will provide a comprehensive system of accountability and support to assure the success of all Lowery students. Through a positive and safe environment, we will promote the development of respect, responsibility and citizenship.

Vision

District: LEAD: Learn, Empower, Achieve, Dream

Comprehensive Needs Assessment

Revised/Approved: October 3, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

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

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

The Campus Performance Objective Council (CPOC) met on **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all

students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

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

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

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

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

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

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

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

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

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

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

Student Achievement

Student Achievement Strengths

Math

- White is consistently the highest performing sub pop across the grade levels
- 5th had more mastered, 32% on the BM than the DPM, 22%
- 3rd grade dropped from 39% mastered on the DPM to 16% on the BM, 4th dropped from 42% to 29 %
- Generally, sub pops performed lower on the BM than the DPM, but 3rd grade almost all went up
- Our Special education and AA subpops tend to be the lowest of all subpops
- LEP students' scores dropped from DPM to BM in 5th and 4th, to a lesser extent in 3rd and 2nd.

Science

- Significant drop in scores from DPM to BM in 5th, 19% were DNM on DPM, 34% on BM, 28% Mastered on DPM, 6% on BM
- Scores remained fairly even between DPM's 3rd and 4th
- Science curriculum tends to flow smoothly between grade levels
- Vocabulary continues to be a factor in science success
- Questions become more wordy in science as the grade level goes up.

Reading

- 50% of our kindergarten and first-grade students were lacking average literacy skills for their grade level at the middle of the school year. Our students who were economically disadvantaged, Hispanic and African American as well as ESL students were the majority of these students.
- Our students began the school year with gaps in foundational literacy skills. Our mCLASS data showed that 86% of our kindergarten students were below the national average at the beginning of the year for decoding.
- The school's early literacy team found that for Phonemic Awareness at least 50% of students at each grade were below the national norms. We also reviewed the foundational skill of decoding in mCLASS. The 2021-22 beginning of the year data mCLASS data showed 48% of first graders, 54% of second graders, and 45% of third-graders were below their grade level national peers for decoding.
- Independent Reading level- In September of 2021, we found that nearly 65% percent of our first graders were below the expected district reading level. This trend continued with 60 percent of second graders below and 56 percent of third graders.

- Overall, reading 5th grade was 82%, 4th grade 86% and 3rd grade 81% on STAAR measures.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Small groups are pulled for first instruction and teachers would benefit from a systematic approach to data based small group instruction. **Root Cause:** RLA: At Lowery, teachers will utilize monitoring notebooks to plan for daily small group instruction including weekly push-in intervention.

Problem Statement 2: Math: Students do not apply previously taught strategies to solve problems. **Root Cause:** Math: At Lowery, Teachers will use vertical team meetings to improve spiraling instruction to review and remediate specific mathematical skills previously taught. Vertical meetings will align strategies and build schema for vocabulary.

Problem Statement 3: Science: Students do not demonstrate an understanding of scientific vocabulary. **Root Cause:** Science: At Lowery, teachers will meet in vertical teams to intentionally utilize vocabulary starting in Pre-Kindergarten and intentionally plan for cross-curricular activities.

Problem Statement 4: Students are beginning the 2022-2023 school year with learning gaps. **Root Cause:** Post pandemic, our students working to learn missed material.

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

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

- Student and staff absences have increased.
- Office referrals increased to 78 from 65. This is a decrease from pre-covid 19-20, where we had 209 office referrals.
- In school suspension is 65 and last year we had 33 ISS placements (Covid, virtual learning, social distancing)
- Out of school suspension placements are 3 (two students). Last year we had 7 OSS, but it was 2 incidents.

- Students received social skills and strategies for interacting with peers through groups, counselor visits and computer based programs.
- Our students reported feeling comfortable when reporting unsafe situations to school personnel.
- Data from our Employee Perception Survey shows that our staff our staff feel safe at work, information is accessible (increased 3% to 99%), staff appreciation is built into the culture (increase of 6% to 98%).
- Our area of need is opportunities are available to provide input. 2021 and 2022 we scored 92% agree in this area.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: At Lowery, in 21-22, we have saw an increasing number of discipline referrals in the primary grade levels. The first 6 weeks of 22-23, we have seen an increasing number of discipline referrals in 3-5. **Root Cause:** School Culture and Climate: As a campus, Lowery students use physical contact to solve problems.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

100% of our staff feel that decisions are data driven.

100% feel that quality work is expected of student and staff.

99% feel that staff appreciation is incorporated into the culture.

92% of our staff feel that opportunities are available for them to provide input.

93% of our staff feel there are opportunities to share concerns with administration.

94% of our staff feel that various forms of feedback are given to improve my performance.

Data from our Employee Perception Survey shows that our staff our staff feel safe at work, information is accessible (increased 3% to 99%), staff appreciation is built into the culture (increase of 6% to 98%).

Our area of need is opportunities are available to provide input. 2021 and 2022 we scored 92% agree in this area. Likewise, 92% of our staff feel that collaboration is practiced and encouraged and this is a 2% decrease from last year.

Root Cause: Due to the curriculum changes, there is a need for collaboration across curriculum and grade levels.

Problem Statement: At Lowery, we will establish common times and goals for teams and curriculum teams to collaborate.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: At Lowery, we will recognize staff each semester that have three or less absences. **Root Cause:** Teacher/Paraprofessional Attendance: At Lowery, our staff members feel guilty when need time off for family and mental health. Attendance continues to be a concern.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Parent attendance increased in IEP meetings with the option of Zoom meetings.
- Parents participated in conferences through Zoom and face to face.
- Most parents use newsletters to stay informed.
- Parents report that the combination of newsletters, call outs, social media and fliers keep them informed.
- We hosted a parent advisory committee this year.
- Parents attend our instructional events.
- We had hundreds of families attend our 40th birthday celebration and end of year parties.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents new to Lowery need additional opportunities to learn our procedures and get plugged in. **Root Cause:** Parent and Community Engagement: Lowery staff needs to find additional methods/opportunities to reach parents new to Lowery so that our new parents will reach out to staff for questions and feel comfortable volunteering.

Goals

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Review each strategy to determine which strategies to build upon

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Using data from monitoring notebooks, teachers will intentionally plan for daily small group instruction, including weekly push-in intervention.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will use vertical meetings to improve spiraling instruction to review and remediate specific skills.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will meet in vertical meetings to intentionally utilize vocabulary starting in Pre-Kinder and intentionally plan for cross-curricular activities to build science vocabulary and experiences.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: targeted small group instruction focused on number sense and number connections, revision and editing strategies, and building comprehension and phonemic awareness.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: such as Lowery's GT Showcase, Student Council, Principal's Advisory Club, Choir, student mentoring, grade level programs and art showcases.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, economically disadvantaged, students receiving special education services emerging bilingual students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below:</p> <ol style="list-style-type: none"> Salaries - The class-size reduction reading teacher in 5th grade will assist in lowering the student to teacher ratio assisting in meeting our students' goals in all content areas. The additional paraprofessionals will be trained in tutoring for specific grade level content to provide push in instruction. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Art Supplies- Students express themselves in a variety of ways, building self confidence, connection and another opportunity to shine. Sound Walls- Teachers will implement sound walls to support the phonemic awareness and phonics instruction in their classrooms. High quality supplies increase connections and learning of teachers and administrators. High quality conferences and trainings are vital to increase learning of teachers and administrators. High quality digital resources help students practice and retain new skills. <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>60%</p> </div> <div style="text-align: center;">  <p>75%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>		

 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 current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to support Welcome Back Camp and temporary workers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Summer Learning/Enrichment: Welcome Back Camp - This camp will be hosted the second week of school and all new students in grades 1-5, as well as all students needing a stronger connection to Lowery due to behavioral or social emotional needs will be invited. The camp will include rotation provided by our BI, Counselors, Instructional Specialist and supported by our teachers. We will target our PBIS matrix, how to navigate our building, ways to make friends, where to find support at Lowery and social media and friendships (4th and 5th grades). We estimate that 200 students will be invited. Students will take pictures with our mascot.</p> <p>Strategy's Expected Result/Impact: Students attending the Welcome Back Camp will have reduced discipline office referrals as measured by no more than one per semester. Students attending Lowery and invited to the camp to strengthen their connection to school will reduce office referrals by 50%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Tutoring</p> <p>Strategy's Expected Result/Impact: Students receiving extended day tutoring will have a 25% growth as measured by pre/post math or science test or grow 3 reading levels as measured by IRLs.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Students receiving tutoring by a temporary worker during Closing the Gap time will make 25% increase as measured by pre/post tests or improve by 3 reading levels.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Staffing: Core content area interventionist (ELAR)</p> <p>Strategy's Expected Result/Impact: Students working with the interventionist will make growth as measured by gaining 3-5 reading levels. Students will also improve in phonemic awareness and phonics as measured by 50% or more improvement on a pre/post test.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Professional Development: Our staff meet regularly to plan, share ideas and build knowledge in phonemic awareness instruction and phonics instruction.</p> <p>Strategy's Expected Result/Impact: Staff will attend campus professional development to collaborate, plan and grow in phonemic awareness instruction, phonics instruction, writing and comprehension instruction as measured by global student growth from the beginning of the year to the end of the year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue data based groups and intervention

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

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

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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue door checks, table talks, drills and reassessment of safety practices

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Discuss safety concerns through staff table talks and implement procedural changes to ensure student safety. Strategy's Expected Result/Impact: Monitor arrival and dismissal, make and monitor adjustments to student traffic flow, classroom design with Fire Marshal guidelines and monitor and enforce campus visitor policy Staff Responsible for Monitoring: Principal, Assistant Principal, campus staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal</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 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue all efforts to improve student performance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers, assistant principals and principal will contact home when a student is absent from learning for three or more days. Teachers and staff will provide engaging activities, including student clubs, to encourage connection and promote increased attendance as well as share information with parents about the impact of absences on their child's education. Lowery staff will have a drawing for student perfect attendance each semester.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Registrar, staff</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 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 50%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Referrals decreased but not by 50%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff will model, role play, provide choices and conference with students in Pre-kindergarten through second grade to teach students to disagree, respond to 'no' and handle conflict.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 50% from our 2021-2022 data.</p> <p>Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Staff will teach and model conflict resolution, de-escalation strategies, as well as provide alternatives for restitution for all students including our Hispanic and economically disadvantaged students.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for Hispanic and economically disadvantaged students will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Our staff will partner with parents to seek alternatives to out of school suspensions for disciplinary action.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Staff will intentionally teach strategies to address student conflict and implement alternative options for student discipline.</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: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Staff will teach and reinforce Project Safety lessons in combination with additional lessons/interventions as needed by specific students, with additional learning opportunities for students new to Lowery.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 10%, outside of COVID-19 related absences.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to make attendance a priority at Lowery.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: All staff will be held accountable for their attendance through open communication, conversations, campus procedures for personal days and evaluations. Likewise, staff will be celebrated perfect attendance at the end of each 9 weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Book studies offered, consultant, staff seminars, staff presentations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Yearly, 2-5 teachers have an opportunity to attend Capturing Kids' Hearts and campus driven professional development. Staff are encouraged to share interest that align with our campus and district goals.</p> <p>Strategy's Expected Result/Impact: Capturing Kids' Hearts focuses on building strong relationships as well as learning to look at student behavior with the function of behavior lens. The result is a positive school and classroom culture where children feel connected, take academic risks and learn from their mistakes.</p> <p>Campus Driven PD spotlights staff who showcase strategies, ideas, instructional practices and classroom management strategies to improve lessons and class culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists</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 2022-23 school year, parent and family engagement will increase, as measured by parent conferences and attendance at parent events. For schoolwide events, our goal is for 60% of our families to participate.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Provided additional trainings and many family opportunities

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Staff will continue to partner with parents and seek specific feedback on ways Lowery can support our students and families at home. Feedback will be offered in multiple ways including Google forms, surveys and conversations.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%, as measured by parent conferences and newsletters.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	April Wright	Principal
Classroom Teacher	Melissa Cox	Teacher
Classroom Teacher	Alex Iglesias	Teacher
Classroom Teacher	Kathy Williams	Teacher
Classroom Teacher	Amy Mullen-Baxter	Teacher
Classroom Teacher	Joan Peters	Teacher
Classroom Teacher	Mandy Manuel	Teacher
Classroom Teacher	Daijah Howell	Teacher
Classroom Teacher	Lauren Vysotsky	Teacher
Non-classroom Professional	Jill Manning	Instructional Specialist
Non-classroom Professional	Susan Mueller	Instructional Specialist
Non-classroom Professional	Kathy Tubbs	Testing Coordinator
Administrator	Kerrie Turner	Assistant Principal
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Elaine Waier	Administrator LEA #2
Parent	Kyla Brown	Parent
Parent	Kelly Long	Parent
Community Representative	Ceil McDonald	Community Resident
Community Representative	Stayce Anderson	Community Resident
Business Representative	Denise Bridges	Business Representative
Business Representative	David Metcalfe	Business Representative #2
Paraprofessional	Cindy Austin	Paraprofessional
Paraprofessional	Terri Kmiecik	Paraprofessional
Administrator	Katie Nelson	Assistant Principal

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Lowery	White	38	32	84%	94%	86%	30	79%	89%	59%	23	61%	71%	24%
Reading	3	Lowery	Two or More	6	5	83%	93%	90%	2	33%	43%	70%	1	17%	27%	60%
Reading	3	Lowery	Eco. Dis.	81	61	75%	85%	74%	39	48%	58%	42%	21	26%	36%	14%
Reading	3	Lowery	Emergent Bilingual	20	13	65%	75%	69%	7	35%	45%	*	4	20%	30%	*
Reading	3	Lowery	At-Risk	71	48	68%	78%	65%	26	37%	47%	29%	14	20%	30%	10%
Reading	3	Lowery	SPED	23	10	43%	53%	45%	3	13%	23%	*	2	9%	20%	*
Reading	4	Lowery	All	140	121	86%	96%	79%	101	72%	82%	57%	58	41%	51%	32%
Reading	4	Lowery	Hispanic	63	52	83%	93%	79%	42	67%	77%	57%	19	30%	40%	31%
Reading	4	Lowery	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lowery	Asian	6	6	100%	100%	83%	6	100%	100%	*	6	100%	100%	*
Reading	4	Lowery	African Am.	23	18	78%	88%	63%	13	57%	67%	33%	5	22%	32%	*
Reading	4	Lowery	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lowery	White	42	40	95%	100%	94%	38	90%	100%	79%	26	62%	72%	52%
Reading	4	Lowery	Two or More	6	5	83%	93%	*	2	33%	43%	*	2	33%	43%	*
Reading	4	Lowery	Eco. Dis.	71	56	79%	89%	72%	41	58%	68%	47%	21	30%	40%	24%
Reading	4	Lowery	Emergent Bilingual	23	16	70%	80%	55%	13	57%	67%	35%	5	22%	32%	*
Reading	4	Lowery	At-Risk	71	53	75%	85%	65%	39	55%	65%	33%	14	20%	30%	13%
Reading	4	Lowery	SPED	17	10	59%	69%	42%	4	24%	34%	*	2	12%	22%	*
Reading	5	Lowery	All	123	101	82%	92%	94%	67	54%	64%	70%	36	29%	39%	45%
Reading	5	Lowery	Hispanic	47	38	81%	91%	89%	24	51%	61%	70%	11	23%	33%	41%
Reading	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lowery	Asian	*	*	*	*	100%	*	*	*	100%	*	*	*	83%
Reading	5	Lowery	African Am.	18	13	72%	82%	95%	6	33%	43%	37%	5	28%	38%	*
Reading	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lowery	White	49	42	86%	96%	98%	31	63%	73%	81%	17	35%	45%	56%
Reading	5	Lowery	Two or More	6	5	83%	93%	100%	4	67%	77%	*	2	33%	43%	*
Reading	5	Lowery	Eco. Dis.	63	48	76%	86%	94%	26	41%	51%	56%	14	22%	32%	28%
Reading	5	Lowery	Emergent Bilingual	22	18	82%	92%	84%	11	50%	60%	48%	3	14%	24%	20%
Reading	5	Lowery	At-Risk	79	61	77%	87%	88%	32	41%	51%	47%	13	16%	26%	19%
Reading	5	Lowery	SPED	27	13	48%	58%	78%	4	15%	25%	28%	0	0%	10%	*
Science	5	Lowery	All	123	83	67%	77%	74%	46	37%	47%	38%	25	20%	30%	23%
Science	5	Lowery	Hispanic	47	26	55%	65%	74%	12	26%	36%	33%	7	15%	25%	17%
Science	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lowery	Asian	*	*	*	*	100%	*	*	*	*	*	*	*	*
Science	5	Lowery	African Am.	18	10	56%	66%	37%	8	44%	54%	*	2	11%	21%	*
Science	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lowery	White	49	41	84%	94%	88%	23	47%	57%	53%	14	29%	39%	37%
Science	5	Lowery	Two or More	6	5	83%	93%	*	3	50%	60%	*	2	33%	43%	*
Science	5	Lowery	Eco. Dis.	63	35	56%	66%	66%	16	25%	35%	24%	5	8%	18%	13%
Science	5	Lowery	Emergent Bilingual	22	7	32%	42%	68%	1	5%	15%	24%	1	5%	15%	*
Science	5	Lowery	At-Risk	79	46	58%	68%	53%	15	19%	29%	16%	8	10%	20%	*
Science	5	Lowery	SPED	27	13	48%	58%	61%	1	4%	14%	*	1	4%	14%	*

Early Childhood Literacy Board Outcome Goal

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

		LOWERY	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	47%	57%	49%	59%	51%	54%	57%
		Total Number Meets or Higher		71		77			
		Total Number Tested		125		131			
		Points away from or above target		+10		+10			
		Difference from Prior Year				+2			
		Growth from Prior Year				4%			
	Hispanic	Target and Actual Rate	47%	46%	49%	57%	51%	54%	57%
		Total Number Meets or Higher		25		36			
		Total Number Tested		54		63			
		Points away from or above target		-1		+8			
		Difference from Prior Year				+11			
		Growth from Prior Year				24%			
	White	Target and Actual Rate	58%	75%	60%	81%	62%	65%	68%
		Total Number Meets or Higher		33		29			
		Total Number Tested		44		36			
		Points away from or above target		+17		+21			
		Difference from Prior Year				+6			
		Growth from Prior Year				8%			
	Eco. Disadv.	Target and Actual Rate	31%	47%	33%	47%	35%	38%	41%
		Total Number Meets or Higher		27		36			
		Total Number Tested		58		76			
Points away from or above target			+16		+14				
Difference from Prior Year					0				
Growth from Prior Year					0%				
EL (Current & Monitored)	Target and Actual Rate	48%	46%	50%	53%	52%	55%	58%	
	Total Number Meets or Higher		12		16				
	Total Number Tested		26		30				
	Points away from or above target		-2		+3				
	Difference from Prior Year				+7				
	Growth from Prior Year				15%				
Cont. Enrolled	Target and Actual Rate	49%	57%	51%	61%	53%	56%	59%	
	Total Number Meets or Higher		61		62				
	Total Number Tested		107		101				
	Points away from or above target		+8		+10				
	Difference from Prior Year				+4				
	Growth from Prior Year				7%				
Non-Cont. Enrolled	Target and Actual Rate	39%	56%	41%	50%	43%	46%	49%	
	Total Number Meets or Higher		10		15				
	Total Number Tested		18		30				
	Points away from or above target		+17		+9				
	Difference from Prior Year				-6				
	Growth from Prior Year				-11%				

Early Childhood Math Board Outcome Goal

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

		LOWERY	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	48%	42%	50%	45%	52%	55%	58%
		Total Number Meets or Higher		52		58			
		Total Number Tested		125		130			
		Points away from or above target		-6		-5			
		Difference from Prior Year				+3			
		Growth from Prior Year				7%			
	Hispanic	Target and Actual Rate	40%	33%	42%	40%	44%	47%	50%
		Total Number Meets or Higher		18		25			
		Total Number Tested		54		62			
		Points away from or above target		-7		-2			
		Difference from Prior Year				+7			
		Growth from Prior Year				21%			
	White	Target and Actual Rate	65%	57%	67%	69%	69%	72%	75%
		Total Number Meets or Higher		25		25			
		Total Number Tested		44		36			
		Points away from or above target		-8		+2			
		Difference from Prior Year				+12			
		Growth from Prior Year				21%			
	Eco. Disadv.	Target and Actual Rate	34%	31%	36%	33%	38%	41%	44%
		Total Number Meets or Higher		18		25			
		Total Number Tested		58		75			
		Points away from or above target		-3		-3			
		Difference from Prior Year				+2			
		Growth from Prior Year				6%			
EL (Current & Monitored)	Target and Actual Rate	55%	31%	57%	41%	59%	62%	65%	
	Total Number Meets or Higher		8		12				
	Total Number Tested		26		29				
	Points away from or above target		-24		-16				
	Difference from Prior Year				+10				
	Growth from Prior Year				32%				
Cont. Enrolled	Target and Actual Rate	50%	38%	52%	48%	54%	57%	60%	
	Total Number Meets or Higher		41		48				
	Total Number Tested		107		100				
	Points away from or above target		-12		-4				
	Difference from Prior Year				+10				
	Growth from Prior Year				26%				
Non-Cont. Enrolled	Target and Actual Rate	39%	61%	41%	33%	43%	46%	49%	
	Total Number Meets or Higher		11		10				
	Total Number Tested		18		30				
	Points away from or above target		+22		-8				
	Difference from Prior Year				-28				
	Growth from Prior Year				-46%				

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.