

Cypress-Fairbanks Independent School District

Pope Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Our mission at Pope Elementary is to provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator
- Competent Problem-solver
- Self-directed Learner
- Responsible Citizen
- Quality Producer

Vision

As a community of learners, we believe in inspiring a passion for learning within each individual. This will empower us to achieve our fullest potential as productive and compassionate citizens.

P.R.I.D.E.

- P. Prepared
- R. Respect
- I. Integrity
- D. Determined
- E. Example for Others

Table of Contents

- Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Student Achievement 4
- School Culture and Climate 6
- Staff Quality, Recruitment, and Retention 7
- Curriculum, Instruction, and Assessment 8
- Parent and Community Engagement 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 12
- 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. 13
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 16
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 21
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 23
- State Compensatory 24
- Budget for Pope Elementary School 25
- Personnel for Pope Elementary School 25
- Campus Funding Summary 25
- Addendums 26

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

There were no accountability ratings given in the 2020-2021 school year. Our last known accountability rating was an A. The state did not award distinction designations for the 2020-2021 school year. The following strengths were identified based on the review of the 2020-2021 data.

Reading STAAR

93% of 3rd graders passed

92% of 4th graders passed

99% of 5th graders passed

Writing STAAR

90% of 4th graders passed

Math STAAR

94% of 3rd graders passed

93% of 4th graders passed

99% of 5th graders passed

Science STAAR

98% of 5th graders passed

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Across grade levels, campus data reflected a lower percentage than our campus targets. **Root Cause:** Reading: Teachers were unable to implement quality small group instruction due to the nature of hybrid teaching because of COVID 19.

Problem Statement 2: Writing: 4th graders across all sub pops did not meet campus targets for STAAR. **Root Cause:** Writing: Teachers were unable to implement meaningful writing conferences due to the nature of hybrid teaching and social distancing guidelines.

Problem Statement 3: Math: The data shows that students across grade levels did not meet the expected campus growth on the Mathematics STAAR. **Root Cause:** Math: Teachers were unable to implement quality small group instruction due to the nature of hybrid teaching because of COVID-19.

Problem Statement 4: Science: The data shows that students in 5th grade did not meet the expected campus growth on the Science STAAR. **Root Cause:** Science: Teachers were unable to implement quality hands-on experiments and investigations due to the nature of hybrid teaching and social distancing restrictions because of COVID-19.

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.

School Culture and Climate

School Culture and Climate Strengths

- Conduct Safety and Security drills school-wide
- Administrators and Instructional Specialists support teachers and staff to encourage research-based best practices to maximize first instruction and build teacher capacity
- Promoting collaboration, team building, vertical alignment, and self-growth by participation in our grade level team meetings Teachers participate in weekly grade level content area planning sessions

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: There is a need to increase PBIS participation and understanding of PBIS strategies. **Root Cause:** School Culture and Climate: All staff needs additional PBIS training to reach the goal of becoming a Level II PBIS campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Pope is a desirable campus to work due to our reputation for teamwork, rigor, and team collaboration. We have a positive culture and our staff genuinely wants to be here doing their best.

We continue to retain all staff, unless losing someone to retirement or a promotion each year.

Our staff is highly qualified.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our staff attendance rate is high but we are not at 100% so there is always room for improvement. **Root Cause:** Teacher/Paraprofessional Attendance: Contract time ending at a later time in the day makes it difficult for staff to make appointments so they need to take personal time to be able to make them.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Due to COVID, our staff is using the Schoology platform to access all students through a hybrid teaching model. Students are able to learn either face to face or in a virtual model.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are required to learn a hybrid teaching model to meet the state guidelines. **Root Cause:** Hybrid teaching allows for lower face to face students on campus in each classroom as we transition back after COVID, but teachers need more professional development and time to understand the hybrid model of instruction.

Parent and Community Engagement

Parent and Community Engagement Strengths

Communication with parents and families will continue to be a focus this year. We communicate with families through weekly newsletters, websites, emails, school messenger, social media, phone calls, etc.

Pope Elementary provides parents the opportunity to participate in several events throughout the year, including Meet the Teacher, Parent Conferences, Adventure Dash, Field Day, Book Fairs, Veteran's Day, Multi-Cultural Day, Holiday Parties, End of Year Parties, 5th Grade Recognition, Spelling Bee, Name that Book Contests, volunteering opportunities, and PTO meetings.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Our instructional methods used align with our curriculum. **Root Cause:** Parent and Community Engagement: We need to provide parents with a deeper understanding of our instructional strategies.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- State and federally required assessment information

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 2021, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Teachers will incorporate dictionary and thesaurus usage as well as vocabulary word walls to increase student's personal vocabulary.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Teachers will implement at least 1 Quick Write per week and conference with students about their writing at least 2 times during a grading period.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Students in 3rd and 4th grade who score below a 2 on his/her essay or do not meet expectations on district progress monitoring and benchmark assessments will participate in a structured writing 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: Principal, Assistant Principals, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: The focus on student growth is dependent on teachers understanding and using student data to plan for differentiated small group instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: The focus on vocabulary development is dependent on providing hands-on experiences as well as interactive vocabulary instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: small group instruction targeted at specific needs of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</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 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Welcome Back Camp: Staff will welcome back identified students the week of August 16. They will celebrate the new year with the students and pre-teach early year concepts in small groups.</p> <p>Strategy's Expected Result/Impact: Students attending the welcome back camp will have grades of 70% or higher on their first report cards and reading levels that are on grade level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will have 2 former CFISD teachers work part time and provide interventions.</p> <p>Strategy's Expected Result/Impact: Students meeting with the interventionists will demonstrate grade level passing expectations on their first report cards.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will have 5 temporary workers coming to pull small groups of learners during our Closing the Gap time. They will use ECS Learning Systems - STAAR Prep consumables to prepare our students for the 2022 Math and Reading STAAR. We will also need to purchase instructional supplies.</p> <p>Strategy's Expected Result/Impact: Students attending the small group intervention will show grade level grading expectations on their report cards.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p> <p>Funding Sources: ECS - ESSER III - \$4,038.57</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will utilize The Math Learning Center program and ST Math to bridge gaps in curriculum due to the pandemic.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, Math Checkpoint data and Math benchmark data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All staff will be trained in the district's safety policies. Strategy's Expected Result/Impact: Executing the district safety policies will create a safe environment for our students to grow and learn. Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at >97%.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The school will communicate the importance of attendance and/or attendance facts/benefits at least once per nine weeks to the parents through various communication channels including the school newsletters, email, and social media.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: All staff members will effectively teach and reward students according to our PBIS- PRIDE. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 15% Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In order reduce the number of In School Suspensions of African American students we will implement restorative practices and implement alternative disciplinary consequences. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Staff will seek alternative disciplinary consequences in lieu of out of school suspension when appropriate. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 15%.</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: In order reduce the number of discretionary placements of African American students we will implement restorative practices and implement alternative disciplinary consequences in lieu of SOS. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will use behavior contracts, social skills lessons, lessons from the Counseling team, Project Safety lessons, and reflections to prevent violence.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will continue to celebrate staff each month to increase healthy attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, AP</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 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>Strategy 1: High-Quality Professional Development: Campus and district level training for Schoology, technology updates for hybrid teaching, PBIS lessons, ASCD courses provided by CFISD, and campus based professional development will be provided.</p> <p>Strategy's Expected Result/Impact: Teachers will add multiple strategies to their robust toolkits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Zoom meetings and Schoology will be used to involve parents in the academix and behavioral support of students.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</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 Pope Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Pope Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ECS		\$4,038.57
Sub-Total					\$4,038.57

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	Pope	All	163	154	94%	99%	5%	164	157	96%
Math	3	Pope	Hispanic	31	31	100%	100%	0%	39	38	97%
Math	3	Pope	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Pope	Asian	29	29	100%	100%	0%	24	23	96%
Math	3	Pope	African Am.	10	7	70%	75%	5%	5	5	100%
Math	3	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Pope	White	86	82	95%	100%	5%	83	79	95%
Math	3	Pope	Two or More	7	5	71%	76%	5%	12	11	92%
Math	3	Pope	Eco. Dis.	12	11	92%	97%	5%	13	11	85%
Math	3	Pope	LEP Current	6	6	100%	100%	0%	9	7	78%
Math	3	Pope	At-Risk	40	36	90%	95%	5%	50	43	86%
Math	3	Pope	SPED	12	8	67%	72%	5%	22	17	77%
Math	4	Pope	All	173	161	93%	98%	5%	177	175	99%
Math	4	Pope	Hispanic	29	26	90%	95%	5%	36	36	100%
Math	4	Pope	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Pope	Asian	35	31	89%	94%	5%	30	30	100%
Math	4	Pope	African Am.	19	16	84%	89%	5%	13	12	92%
Math	4	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Pope	White	84	82	98%	100%	2%	89	88	99%
Math	4	Pope	Two or More	5	5	100%	100%	0%	9	9	100%
Math	4	Pope	Eco. Dis.	20	18	90%	95%	5%	18	18	100%
Math	4	Pope	LEP Current	8	8	100%	100%	0%	8	8	100%
Math	4	Pope	At-Risk	26	23	88%	93%	5%	46	45	98%
Math	4	Pope	SPED	8	8	100%	100%	0%	14	13	93%
Math	5	Pope	All	158	157	99%	100%	1%	186	183	98%
Math	5	Pope	Hispanic	37	37	100%	100%	0%	27	27	100%
Math	5	Pope	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Pope	Asian	23	23	100%	100%	0%	39	38	97%
Math	5	Pope	African Am.	8	8	100%	100%	0%	21	20	95%
Math	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Pope	White	86	85	99%	100%	1%	89	88	99%
Math	5	Pope	Two or More	*	*	*	*	*	9	9	100%
Math	5	Pope	Eco. Dis.	14	14	100%	100%	0%	20	19	95%
Math	5	Pope	LEP Current	*	*	*	*	*	8	7	88%
Math	5	Pope	At-Risk	24	23	96%	100%	4%	53	50	94%
Math	5	Pope	SPED	5	5	100%	100%	0%	13	10	77%

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	Pope	All	165	153	93%	98%	5%	168	160	95%
Reading	3	Pope	Hispanic	31	29	94%	99%	5%	40	39	98%
Reading	3	Pope	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Pope	Asian	31	30	97%	100%	3%	25	24	96%
Reading	3	Pope	African Am.	10	9	90%	95%	5%	5	5	100%
Reading	3	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Pope	White	86	80	93%	98%	5%	85	79	93%
Reading	3	Pope	Two or More	7	5	71%	76%	5%	12	12	100%
Reading	3	Pope	Eco. Dis.	12	8	67%	72%	5%	13	12	92%
Reading	3	Pope	LEP Current	6	3	50%	55%	5%	9	8	89%
Reading	3	Pope	At-Risk	40	32	80%	85%	5%	50	43	86%
Reading	3	Pope	SPED	12	9	75%	80%	5%	22	18	82%
Reading	4	Pope	All	174	160	92%	97%	5%	177	172	97%
Reading	4	Pope	Hispanic	30	28	93%	98%	5%	35	33	94%
Reading	4	Pope	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Pope	Asian	33	30	91%	96%	5%	33	33	100%
Reading	4	Pope	African Am.	20	19	95%	100%	5%	13	13	100%
Reading	4	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Pope	White	85	77	91%	96%	5%	87	85	98%
Reading	4	Pope	Two or More	5	5	100%	100%	0%	9	8	89%
Reading	4	Pope	Eco. Dis.	20	17	85%	90%	5%	18	17	94%
Reading	4	Pope	LEP Current	8	5	63%	68%	5%	8	6	75%
Reading	4	Pope	At-Risk	26	22	85%	90%	5%	46	42	91%
Reading	4	Pope	SPED	8	7	88%	93%	5%	14	12	86%
Reading	5	Pope	All	159	157	99%	100%	1%	186	180	97%
Reading	5	Pope	Hispanic	36	35	97%	100%	3%	28	27	96%
Reading	5	Pope	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Pope	Asian	22	22	100%	100%	0%	36	35	97%
Reading	5	Pope	African Am.	8	7	88%	93%	5%	22	20	91%
Reading	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Pope	White	87	87	100%	100%	0%	90	88	98%
Reading	5	Pope	Two or More	6	6	100%	100%	0%	9	9	100%
Reading	5	Pope	Eco. Dis.	14	13	93%	98%	5%	20	18	90%
Reading	5	Pope	LEP Current	*	*	*	*	*	8	6	75%
Reading	5	Pope	At-Risk	24	23	96%	100%	4%	53	47	89%
Reading	5	Pope	SPED	6	4	67%	72%	5%	13	8	62%

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	Pope	All	159	156	98%	100%	2%	185	183	99%
Science	5	Pope	Hispanic	36	35	97%	100%	3%	27	26	96%
Science	5	Pope	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Pope	Asian	22	22	100%	100%	0%	36	35	97%
Science	5	Pope	African Am.	8	7	88%	93%	5%	22	22	100%
Science	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Pope	White	87	86	99%	100%	1%	90	90	100%
Science	5	Pope	Two or More	6	6	100%	100%	0%	9	9	100%
Science	5	Pope	Eco. Dis.	14	13	93%	98%	5%	20	18	90%
Science	5	Pope	LEP Current	*	*	*	*	*	8	6	75%
Science	5	Pope	At-Risk	24	22	92%	97%	5%	53	51	96%
Science	5	Pope	SPED	6	4	67%	72%	5%	13	11	85%

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	Pope	All	173	126	73%	78%	5%	177	154	87%
Math	4	Pope	Hispanic	29	19	66%	71%	5%	36	32	89%
Math	4	Pope	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Pope	Asian	35	26	74%	79%	5%	30	28	93%
Math	4	Pope	African Am.	19	12	63%	68%	5%	13	9	69%
Math	4	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Pope	White	84	63	75%	80%	5%	89	78	88%
Math	4	Pope	Two or More	5	5	100%	100%	0%	9	7	78%
Math	4	Pope	Eco. Dis.	20	9	45%	50%	5%	18	13	72%
Math	4	Pope	LEP Current	8	3	38%	43%	5%	8	6	75%
Math	4	Pope	At-Risk	26	15	58%	63%	5%	46	35	76%
Math	4	Pope	SPED	8	6	75%	80%	5%	14	4	29%
Math	5	Pope	All	158	148	94%	99%	5%	186	169	91%
Math	5	Pope	Hispanic	37	34	92%	97%	5%	27	25	93%
Math	5	Pope	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Pope	Asian	23	23	100%	100%	0%	39	37	95%
Math	5	Pope	African Am.	8	6	75%	80%	5%	21	18	86%
Math	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Pope	White	86	81	94%	99%	5%	89	79	89%
Math	5	Pope	Two or More	*	*	*	*	*	9	9	100%
Math	5	Pope	Eco. Dis.	14	13	93%	98%	5%	20	16	80%
Math	5	Pope	LEP Current	*	*	*	*	*	8	5	63%
Math	5	Pope	At-Risk	24	18	75%	80%	5%	53	40	75%
Math	5	Pope	SPED	5	0	0%	5%	5%	13	7	54%
Reading	4	Pope	All	174	123	71%	76%	5%	177	151	85%
Reading	4	Pope	Hispanic	30	19	63%	68%	5%	35	27	77%
Reading	4	Pope	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Pope	Asian	33	27	82%	87%	5%	33	33	100%
Reading	4	Pope	African Am.	20	13	65%	70%	5%	13	8	62%
Reading	4	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Pope	White	85	60	71%	76%	5%	87	76	87%
Reading	4	Pope	Two or More	5	4	80%	85%	5%	9	7	78%
Reading	4	Pope	Eco. Dis.	20	12	60%	65%	5%	18	10	56%
Reading	4	Pope	LEP Current	8	1	13%	18%	5%	8	4	50%
Reading	4	Pope	At-Risk	26	15	58%	63%	5%	46	30	65%
Reading	4	Pope	SPED	8	6	75%	80%	5%	14	8	57%

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

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Pope	All	159	140	88%	93%	5%	186	170	91%
Reading	5	Pope	Hispanic	36	30	83%	88%	5%	28	26	93%
Reading	5	Pope	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Pope	Asian	22	22	100%	100%	0%	36	33	92%
Reading	5	Pope	African Am.	8	6	75%	80%	5%	22	18	82%
Reading	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Pope	White	87	76	87%	92%	5%	90	84	93%
Reading	5	Pope	Two or More	6	6	100%	100%	0%	9	8	89%
Reading	5	Pope	Eco. Dis.	14	12	86%	91%	5%	20	15	75%
Reading	5	Pope	LEP Current	*	*	*	*	*	8	5	63%
Reading	5	Pope	At-Risk	24	18	75%	80%	5%	53	38	72%
Reading	5	Pope	SPED	6	1	17%	22%	5%	13	7	54%
Science	5	Pope	All	159	131	82%	87%	5%	185	159	86%
Science	5	Pope	Hispanic	36	24	67%	72%	5%	27	23	85%
Science	5	Pope	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Pope	Asian	22	22	100%	100%	0%	36	32	89%
Science	5	Pope	African Am.	8	7	88%	93%	5%	22	19	86%
Science	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Pope	White	87	72	83%	88%	5%	90	78	87%
Science	5	Pope	Two or More	6	6	100%	100%	0%	9	6	67%
Science	5	Pope	Eco. Dis.	14	11	79%	84%	5%	20	13	65%
Science	5	Pope	LEP Current	*	*	*	*	*	8	3	38%
Science	5	Pope	At-Risk	24	13	54%	59%	5%	53	36	68%
Science	5	Pope	SPED	6	2	33%	38%	5%	13	6	46%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Pope	All	163	69	42%	47%	5%	164	86	52%
Math	3	Pope	Hispanic	31	7	23%	28%	5%	39	16	41%
Math	3	Pope	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Pope	Asian	29	13	45%	50%	5%	24	17	71%
Math	3	Pope	African Am.	10	0	0%	5%	5%	5	1	20%
Math	3	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Pope	White	86	46	53%	58%	5%	83	42	51%
Math	3	Pope	Two or More	7	3	43%	48%	5%	12	9	75%
Math	3	Pope	Eco. Dis.	12	1	8%	13%	5%	13	2	15%
Math	3	Pope	LEP Current	6	0	0%	5%	5%	9	3	33%
Math	3	Pope	At-Risk	40	11	28%	33%	5%	50	12	24%
Math	3	Pope	SPED	12	1	8%	13%	5%	22	6	27%
Math	4	Pope	All	173	103	60%	65%	5%	177	104	59%
Math	4	Pope	Hispanic	29	16	55%	60%	5%	36	16	44%
Math	4	Pope	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Pope	Asian	35	24	69%	74%	5%	30	22	73%
Math	4	Pope	African Am.	19	8	42%	47%	5%	13	5	38%
Math	4	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Pope	White	84	50	60%	65%	5%	89	57	64%
Math	4	Pope	Two or More	5	4	80%	85%	5%	9	4	44%
Math	4	Pope	Eco. Dis.	20	7	35%	40%	5%	18	5	28%
Math	4	Pope	LEP Current	8	2	25%	30%	5%	8	2	25%
Math	4	Pope	At-Risk	26	13	50%	55%	5%	46	19	41%
Math	4	Pope	SPED	8	4	50%	55%	5%	14	2	14%
Math	5	Pope	All	158	129	82%	87%	5%	186	137	74%
Math	5	Pope	Hispanic	37	25	68%	73%	5%	27	20	74%
Math	5	Pope	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Pope	Asian	23	22	96%	100%	4%	39	34	87%
Math	5	Pope	African Am.	8	6	75%	80%	5%	21	13	62%
Math	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Pope	White	86	72	84%	89%	5%	89	65	73%
Math	5	Pope	Two or More	*	*	*	*	*	9	4	44%
Math	5	Pope	Eco. Dis.	14	9	64%	69%	5%	20	10	50%
Math	5	Pope	LEP Current	*	*	*	*	*	8	4	50%
Math	5	Pope	At-Risk	24	14	58%	63%	5%	53	23	43%
Math	5	Pope	SPED	5	0	0%	5%	5%	13	4	31%

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

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Pope	All	165	77	47%	52%	5%	168	106	63%
Reading	3	Pope	Hispanic	31	14	45%	50%	5%	40	21	53%
Reading	3	Pope	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Pope	Asian	31	15	48%	53%	5%	25	18	72%
Reading	3	Pope	African Am.	10	3	30%	35%	5%	5	0	0%
Reading	3	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Pope	White	86	43	50%	55%	5%	85	58	68%
Reading	3	Pope	Two or More	7	2	29%	34%	5%	12	8	67%
Reading	3	Pope	Eco. Dis.	12	1	8%	13%	5%	13	5	38%
Reading	3	Pope	LEP Current	6	0	0%	5%	5%	9	3	33%
Reading	3	Pope	At-Risk	40	13	33%	38%	5%	50	14	28%
Reading	3	Pope	SPED	12	0	0%	5%	5%	22	8	36%
Reading	4	Pope	All	174	80	46%	51%	5%	177	101	57%
Reading	4	Pope	Hispanic	30	13	43%	48%	5%	35	17	49%
Reading	4	Pope	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Pope	Asian	33	22	67%	72%	5%	33	21	64%
Reading	4	Pope	African Am.	20	10	50%	55%	5%	13	4	31%
Reading	4	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Pope	White	85	33	39%	44%	5%	87	54	62%
Reading	4	Pope	Two or More	5	2	40%	45%	5%	9	5	56%
Reading	4	Pope	Eco. Dis.	20	6	30%	35%	5%	18	3	17%
Reading	4	Pope	LEP Current	8	1	13%	18%	5%	8	3	38%
Reading	4	Pope	At-Risk	26	11	42%	47%	5%	46	17	37%
Reading	4	Pope	SPED	8	4	50%	55%	5%	14	4	29%
Reading	5	Pope	All	159	121	76%	81%	5%	186	135	73%
Reading	5	Pope	Hispanic	36	25	69%	74%	5%	28	21	75%
Reading	5	Pope	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Pope	Asian	22	21	95%	100%	5%	36	30	83%
Reading	5	Pope	African Am.	8	6	75%	80%	5%	22	14	64%
Reading	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Pope	White	87	63	72%	77%	5%	90	65	72%
Reading	5	Pope	Two or More	6	6	100%	100%	0%	9	5	56%
Reading	5	Pope	Eco. Dis.	14	9	64%	69%	5%	20	10	50%
Reading	5	Pope	LEP Current	*	*	*	*	*	8	3	38%
Reading	5	Pope	At-Risk	24	13	54%	59%	5%	53	22	42%
Reading	5	Pope	SPED	6	1	17%	22%	5%	13	5	38%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Pope	All	159	98	62%	67%	5%	185	117	63%
Science	5	Pope	Hispanic	36	16	44%	49%	5%	27	13	48%
Science	5	Pope	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Pope	Asian	22	17	77%	82%	5%	36	30	83%
Science	5	Pope	African Am.	8	6	75%	80%	5%	22	11	50%
Science	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Pope	White	87	53	61%	66%	5%	90	57	63%
Science	5	Pope	Two or More	6	6	100%	100%	0%	9	5	56%
Science	5	Pope	Eco. Dis.	14	5	36%	41%	5%	20	8	40%
Science	5	Pope	LEP Current	*	*	*	*	*	8	2	25%
Science	5	Pope	At-Risk	24	9	38%	43%	5%	53	20	38%
Science	5	Pope	SPED	6	1	17%	22%	5%	13	6	46%

Pope

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 85% to 95% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
85%	87%	89%	92%	95%

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		74%	86%									86%	
2022	NA	76%	88%	NA	NA	NA	NA	NA	NA	NA	NA	88%	NA
2023	NA	78%	90%	NA	NA	NA	NA	NA	NA	NA	NA	90%	NA
2024	NA	81%	93%	NA	NA	NA	NA	NA	NA	NA	NA	93%	NA
2025	NA	84%	96%	NA	NA	NA	NA	NA	NA	NA	NA	96%	NA

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 83% to 93% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
83%	85%	87%	90%	93%

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		78%	80%									85%	
2022	NA	80%	82%	NA	NA	NA	NA	NA	NA	NA	NA	87%	NA
2023	NA	82%	84%	NA	NA	NA	NA	NA	NA	NA	NA	89%	NA
2024	NA	85%	87%	NA	NA	NA	NA	NA	NA	NA	NA	92%	NA
2025	NA	88%	90%	NA	NA	NA	NA	NA	NA	NA	NA	95%	NA

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.