Cypress-Fairbanks Independent School District

Emmott Elementary School

2023-2024

Mission Statement

The Emmott community commits to developing successful, life-long learners in a safe and supportive environment.

Vision

L.E.A.D.: *Learn. Empower. Achieve. Dream.*

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SCHOOL PROFILE

Emmott Elementary is a campus in Houston, Texas.   Emmott Elementary opened its doors in 1985. Emmott Elementary is projected to serve 591 students in grades PK-5 during the 2023-2024 school year, which is an decrease from the previous year of 647.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Emmott Elementary needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- Campus Clinic EOY data
- Library circulation totals
- Enrichment intervention totals
- 504/TELPAS Student Information
- Diagnostician and Speech evaluations/referrals
- Counselor Overview of Comprehensive Support
- Enrollment Counts
- Attendance Totals EOY
- Employee Perception Survey
- Title 1 Parent Survey
- Assessment Data (state, district, and campus)

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 9, 2023 and again on September 19, 2023 to develop and finalize the CNA. The meetings were held in the Art Room and Cafeteria from 4:00-6:00 p.m..

At the first meeting on May 9, 2023, principal Jessica Hernandez shared Welcome and celebrations: upcoming Kindergarten graduation with parents and cap/gown pictures, 5th grade day finalization, and a huge thank you to PTO for all they are doing to support our 5th grade students. The CIP strategies were reviewed in the following format as well as an analysis form both individually and collectively as a group. Questions were discussed in the following format: Have we done what we said we would do, did we accomplish, or do we need to continue to work on various categories? The next section of the meeting included a data review of discipline referrals, attendance, classroom math/science 3rd – 5th grade, Kinder IRLs, reading levels, guidance lessons, and Diag/IEPs. Based on information presented, each representative will create a GOOGLE sheet with the following information outline: Strategies & Suggestions with a list 3 strategies and suggestions, ideas to implement or maintain, and 3 campus needs. The Title I Budget for 2022-2023 was reviewed and decisions for 23-24 were planned accordingly. Funds would be used for staffing, tutoring, various supplies, and conferences. Title I for 2023-2024 suggestions: Field trips, staffing, tutoring, temporary workers, and ordering of supplies and consumables. New initiatives for 2023-2024 include paraprofessional staff in kinder/1st grade, 3rd-5th Reading Enrichment teacher, after school activities/program/groups, Career Day, Order My Steps (Character Education), Field Trips, Math/Literacy nights. An overview of recommendations for 23-24 were considered and approved for the following year.

At the second meeting on September 19, 2023, the CPOC team shared welcome and celebrations. Introductions were made and goals established for the team. Grade level teams shared highlights for each area across campus contents. Each group presented a slide to update on campus news, grade overview, and administrative goals. An overview was provided outlining the roles and responsibilities of the committee. Dates were discussed and future session accountability updates to be given during our meeting as a CPOC committee. The admin team provided each group with an overview of campus logistics to include: enrollment, grade level homeroom, vacancies, and BOY information moving into the start of school. Committee members reviewed enrollment recap to date recognizing grade level totals. Ms. Hernandez reviewed CFISD goals and objectives moving into a new school year. Board goals were reviewed and shared with the committee. There were opportunities for each member to analyze information and collaborate with others. Ms. Hernandez also presented and revisited campus goals of data and positive environment which were reviewed at the start during PD week. The committees received the outline for "Implementing or Maintaining" from 2023 CPOC session in May. New forms of data reviewed included: Released STAAR data by content, official attendance report for end of year, PBIS report, campus data from EOY grade level assessment, and range scores from TEA Dashboard. The analysis also included the target charts by content that represented the EOY STAAR data to date for grade levels 3-4-5. Each CPOC group had to dig into the data and highlight key areas that complimented campus goals, supplemented objectives, and necessitated immediate review for the 23-24 school year. This area allowed teams to collaborate through group conversations reflective of a true data analysis. Committee teams shared glows and grows after reviewing the data. We continued to review the EOY feedback form to see if any areas aligned with the campus needs indicated from May. The CPOC group utilized their laptops to access Google drive folders containing all the necessary data to take back and present with their grade levels. A root cause analysis was conducted with each CPOC team with information provided at all levels. The admin team and CPOC members collaborated to determine if the identified problem has the proper strategies in place for alignment within the content areas.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically RLA: Our students are struggling with reading comprehension and developmental literacy skills. Because of this, our students are not meeting grade level or district expectations at certain checkpoints throughout the year. Through the root cause analysis process, we identified ELAR teachers require a more rigorous accountability for instructional lessons, purposeful planning, small group implementation, and professional learning that centralizes on literacy development.

Our second identified priority problem is in the area of student achievement, specifically Math: Students across all subgroups are struggling to meet grade-level and district standard expectations. Students are not utilizing the resources available to present concrete representation in math. Through the root cause analysis process, we identified Math teachers require a more rigorous accountability for instructional accommodations, implementation of small groups, management of time and resources, modeled planning, and professional learning with a specific math focus.

Our third identified priority problem is in the area of Parent and Community Engagement, specifically we have not effectively planned for school-home engagement events that involve parents with students. Through the root cause analysis process, the involvement has been low because of the lack in communication to parents of both the importance and purpose of the event.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

For the 2023 State Accountability Rating, Emmott reviewed the data and the following information was indicated:

Reading: 3rd grade had an increase of 6%All, 12%H, 17%A, 6%W, 3%ED, 25%LEP

Reading: 4th grade had an increase of 4%AA, 6%W

Reading: 5th grade had an increase of 4%All, 9%AA, 6%W, 3%ED, 20%LEP, 5%SpEd

Math: 3rd grade had an increase of 3%All, 1%H, 17%A, 6%AA

Math: 4th grade had an increase of 16%AA

Math: 5th grade had an increase of 15%All, 34%H, 3%AA, 3%W, 11%ED, 58%LEP, 21% SpEd

Science: 5th grade had an increase in 4%All, 11%H, 8%AA, 32%LEP

Other areas of strength included:

- 73% of 2nd grade students were At or Above level for mClass end of year
- 74% of 2nd grade students were At or Above level for Writing end of year
- 77% of 2nd grade students were At or Above level for Science end of year
- 85% of 1st grade students were At or Above level for Math end of year
- 80% of Kindergarten students were At or Above level for mClass end of year

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our students are struggling with reading comprehension and developmental literacy skills. Because of this, our students are not meeting grade level or district expectations at certain checkpoints throughout the year. **Root Cause:** RLA: ELAR teachers require a more rigorous accountability for instructional lessons, purposeful planning, small group implementation, and professional learning that centralizes on literacy development.

Problem Statement 2: Math: Students across all subgroups are struggling to meet grade-level and district standard expectations. Students are not utilizing the resources available to present concrete representation in math. **Root Cause:** Math: Teachers require a more rigorous accountability for instructional accommodations, implementation of small groups, management of time and resources, modeled planning, and professional learning with a specific math focus.

Problem Statement 3: Science: Student groups have not made consistent improvement across areas that represent standard passing performance levels. **Root Cause:** Science: Teachers need to place more emphasis on developing vocabulary enriched lessons and activities for for students across all grade levels. Science teachers need to utilize resources that

will increase student engagement opportunities.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

At Emmott Elementary, our vision is "The Emmott community commits to developing successful, lifelong learners in a safe and supportive environment". Our theme this year is Launch Into Learning with a continued focus on our school tradition of Eagle P.R.I.D.E. (Positivity*Respect*Integrity*Determination*Effort). Our staff is committed to participating and maintaining active engagement as role models for our students. We have our PBIS initiatives, Sanford Harmony activities, and weekly plans for building a community of learners. We continue to implement our Community Circles to help encourage community and social skills development in the classroom and have incorporated time (10 minutes) built into the start of our instructional day.

Our PBIS team meets regularly to focus on analyzing data to support the interventions and initiatives for school-wide positive behavior. Our goal is to encourage staff members to understand the importance of building relationships with all students to meet their social and emotional needs. We believe that with a positive intervention, the student-teacher relationships can develop strong and meaningful outcomes for student's academic progress. Our goal is to provide support to our staff members for developing a positive work environment with high energy and a team focus for success. We have continued the PBIS Reward System for campus accountability and more intentional tracking of rewarding students modeling the PRIDE expectations. Our PBIS team also presents monthly during staff meetings to highlight information and introduce new core tenets that fall within our Well Managed Classroom expectations.

Our Counselor team has led the facilitation of our Character Education program of Bringing Out the Best in CFISD. Teachers and staff are provided the needed resources to effectively teach, review, and focus on topics that promote the positive character traits in all four students as lifelong learners. They have also introduced extracurricular student groups led by teacher volunteers (Red Carpet Crew, Student Council, and Order My Steps) to guide a well rounded representation of building a community of learners.

Staff Campus Committees have been established to involve and promote campus and community improvement:

MultiCultural	Parental Inv.	Sunshine	Attendance	STEM	Literacy	PBIS	St. Groups	Comm. Outreach

This year we have sent out an informational page to all parents informing them of schoolwide activities that may involve them as parents. The school events are also communicated during our monthly PTO meetings and various technology avenues of social media. Our staff has established individual methods of communication to link parents into their child(ren)'s learning inside the classroom. As we continue to increase the awareness of school home partnerships, the staff has committed to joining organizations and participating in community events.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our community involvement and staff participation for school events have not been as fully represented to promote a positive environment school wide.
Root Cause: Campus staff development sessions need to reflect specific groups indicated through data. There needs to be more staff participation and accountability for planning/implementation of initiatives on campus that directly impact our school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Data from the Spring 2023 Staff Survey, Summative Conferences, Campus Time Equivalency Planning, and the EOY Committee Report identifies the following strengths: Staff members have improved in their participation of campus surveys and providing feedback in our EOY Vision Board. Staff selected students for achievement awards throughout the year and assigned students to leadership roles for campus recognition each nine weeks. Teacher leaders participated at every grade level, they represented school committees, and also established team goals for student achievement. Efforts were made to include staff members that had leadership interest for choice liaison opportunities and to serve as facilitators of learning.

Staff participated in professional learning communities that were set up on campus, offered through the district, and during PD weeks. We will continue providing on campus support and content enrichment during and after school planning. Grade level teams set norms and expectations as they relate to planning for all students and delivering instructional objectives.

The feedback indicated success with continued implementation of decision-making, student enrichment, PBIS initiatives, school discipline, and teacher instructional support. Staff numbers for certification continue to grow and align more with the needs for ESL and GT service programs. Our teacher technology tools and resources have increased across the campus and have been held as an expectation for classroom routines, communicating staff information, engaging students for instruction, and alternatives to improve our campus accountability.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Absence percentages have increased for both teachers and paraprofessionals. **Root Cause:** Teacher/Paraprofessional Attendance: Expectations and staff morale motivation efforts have been a struggle to maintain throughout the year and there is a lack of full staff support in improved daily attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

We have developed multiple events that connect the Emmott community with the school culture. Our efforts are strongly related to building parental engagement participation on campus and encourage our community to acquire information to help students at home. We have facilitated events to reach all of our stakeholders in the community. We continue to provide translated school information to parents and have found that recent events have brought in more parental participation.

Emmott Elementary works to provide a school climate that welcomes our community at every level. The school events are inclusive of all programs on campus and populations are well represented. Our staff make up contributes to the overall effectiveness of our school-home partnerships. We have provided our community with the following avenues to stay connected to the events in school: PTO Facebook, Twitter, School Messenger alerts, Remind 101 (teacher based), Google HUB for staff, monthly newsletters, and more.

Based on the Title I Survey and Parent Night Participation Events, the following has been identified:Parents state they can approach the school and address staff members for the well-being of their child and understand that the school information is provided to them to help their efforts at home. However, feedback indicates that parents would like to see additional training for helping students achieve in the class areas. Parents do attend our Title I parent nights when they are scheduled, however they do not associate the night and the information as relative to Title I. Our Title I survey participation was very low again this year.

Emmott Elementary wants to provide the necessary tools for parents to help support school efforts and grow students academically and behaviorally. Emmott Elementary also wants to encourage our community to volunteer in the school and/or participate in various activities that can help benefit the student. We will host a parent curriculum night each semester to introduce new topics that will be presented during classroom lessons and allow parents to ask questions about how to support from home. We have planned more parent/student events that focus on academics, family engagement, and PTO involvement this year as part of our efforts to bring our families into the school for more purposeful school-home connection.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We have not effectively planned for school-home engagement events that involve parents with students. The involvement has been low because of the lack in communication to parents of both the importance and purpose of the event.   **Root Cause:** The involvement has been low because of the lack in communication to parents of both the importance and purpose of the event.

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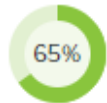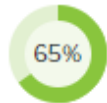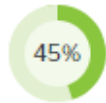
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will pre-plan and actively participate in curriculum planning sessions with a focus on providing more rigorous activities and modeling their plans for implementation. The teachers will attend ELAR professional learning opportunities to acquire new learning for application of grade level development for building student literacy skills.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. As a result of instructional planning: 1. Teachers will develop more rigorous activities that promote higher student learning /engagement. 2. Students will receive literacy lessons in small groups that focus on foundational skills and specific to their individual needs. 3. Campus reading and enrichment interventions will show progress over a period of time throughout the year. 4. Teachers will develop lessons that include more literacy based skills and implement reading opportunities for students. 5. Teachers will receive and review new resources that support student learning and make plans to utilize them daily. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	45%	65%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will actively participate in curriculum planning sessions with a focus on providing more rigorous activities, pre-plan for small group instruction, model plans for implementation, and utilize math resources/manipulatives during instruction. The teachers will participate in professional development for grade level skills and vertical alignment across campus.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. As a result of collaborative learning sessions: 1. Teachers will actively refer to the supportive strategies used for all students in all levels of development during lesson planning. 2. Teachers will meet vertically to discuss classroom applications that can be incorporated at each grade level. 3. Small group instruction formats will be set up as a resource for students in the classroom to receive direct instruction. 4. Students will have the opportunity to interact with concrete objects and visual representation while in small group. 5. Teachers will pre-plan activities that address rigorous enrichment for skill development. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	45%	65%	80%

Strategy 3 Details	Formative Reviews

Strategy 3: Science: Teachers will implement hands-on experiences, display content specific interactive word walls, and develop enriched vocabulary activities that provide students with more relevant connections during the instructional lesson.

	Formative		
	Nov	Feb	May
	45%	65%	65%

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
As a result of team planning sessions:
1. Interactive word walls will be used effectively.
2. Planning sessions will introduce key concept vocabulary and activities to introduce concrete examples for students.
3. Teachers will facilitate conversations around best practices for building academic vocabulary to meet the needs of all learners.
4. Teachers will pre-plan activities to model during planning sessions that focus on more rigorous opportunities for student engagement.
5. Science materials and literary resources will be used consistently in the classroom.
6. Hands-on exploration and student interactive activities will be routine in the classroom.

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal, Science Liaison

Strategy 4 Details	Formative Reviews

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

	Formative		
	Nov	Feb	May
	45%	70%	90%

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
Staff Responsible for Monitoring: Principal

Strategy 5 Details	Formative Reviews

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:

	Formative		
	Nov	Feb	May
	50%	75%	75%

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal

Strategy 6 Details	Formative Reviews

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: Small Group Reading Intervention, Reading Enrichment, New Student Transition Enrichment, Campus Tutorials, Achievement Camps, and Girls On The Run group.

	Formative		
	Nov	Feb	May
	50%	70%	90%

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal
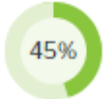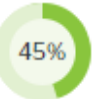
Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: At-risk and All student groups 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.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Emmott will implement the following measures. Salaries: A 5th grade teacher will support the enrollment of students and provide a class size ratio of 22:1 for instructional learning. A .5 enrichment teacher will support grade levels with small group reading intervention. A Testing Coordinator will help support the assessment structures and systems in place to monitor, conduct, and analyze school-wide testing. A Paraprofessional will be scheduled across all grade levels for added instructional student support. Workroom: An updated installation repair for our Brooks Duplicator and replacement materials will be ordered. This service provides instructional resources for classroom and campus visuals. Instructional materials will be ordered to provide materials for classroom use and lesson implementation in all contents. PBIS: The PBIS Reward electronic program will be implemented at every grade level to ensure the active participation of positive behavior supports and resources directly for students. The program also offers accountability for staff monitoring and overall PBIS effectiveness. The program data will be analyzed by the PBIS committee and presented during staff meetings. Library Books and Author Visits: Enhance engagement with reading by offering students an abundance of literacy readers that provides novelty and student choice. An inventory will be consistent for selected readers at each grade level and adhere to policy. Temporary Workers: Temporary Workers will work with student groups who are performing at specific standards that have not met grade level performance and/or groups that need acceleration for meeting and exceeding instructional targets at Meets and Masters. Extra Duty Pay: Teachers will participate in school-wide initiatives of campus tutorials, enrichment camps, and unit planning for instructional purposes. Staff Development Supplies: Materials will be ordered to facilitate on campus professional learning and small group collaboration with staff. The learning sessions will incorporate make and take activities, lesson planning, and resources that can be readily utilized in the classroom. Parent Involvement: We will increase parent involvement through the year with academic and family nights that includes both parents and students as part of the learning. These events will be communicated through our various methods on campus. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	50%	70%	80%

0% No Progress   100% 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Summer Enrichment: Students will participate in additional enrichment activities focused on content areas (grade level specific). The layout will be aligned to TEKS and address learning targets below standard by grade or individual student needs. These activities will be presented on a Saturday as an extra learning opportunity. Saturday dates will be determined after first round of assessments in the 2023-24 school year. Emmott will host 4 Saturday Camps.	**Formative**		
	Nov	Feb	May
	N/A	45%	65%
Strategy's Expected Result/Impact: By the end of 2023-24 school year, students who participate in Saturday Camps will increase performance by 10% based on grade level assessments throughout the year. Student tracking of assessments (campus/district) will be monitored for progress.			
Staff Responsible for Monitoring: Principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Emmott will host After School Tutorials for students in 1st-5th for the first semester and K-5th for the second semester. Students will participate in activities that align and/or supplement the learning objectives for their grade level and content area. After School Tutorials will be specific to student/group needs as reflective of data collected throughout the year. Emmott will host a Fall and Spring tutorial session.	**Formative**		
	Nov	Feb	May
	45%	70%	75%
Strategy's Expected Result/Impact: By the end of 2023-24 school year, students who participate in After School Tutorials will increase performance by 20% or greater based on grade level standards and formal assessments throughout the year. Student tracking of assessments (campus/district) will be monitored for progress as well as performance growth reflected from BOY, MOY, and EOY grade level standards.			
Staff Responsible for Monitoring: Principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By the end of 2023-24 school year, students receiving intervention will show performance progress by 10% in content areas addressed during small group. The progress will be reflected in areas that correlate with grade level standards, informal/formal campus assessments, district assessments, individual student growth on assignments, and report card/progress measures. **Staff Responsible for Monitoring:** Principal	N/A	50%	60%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Lead4ward Leading Learning Series 2023-24 - Justin Richardson and Sophia Acevedo	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By the end of the 2023-24 school year, campus instructional targets for performance will be met at a 10% increase in all content areas. **Staff Responsible for Monitoring:** Principal	N/A	N/A	N/A

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	45%	60%	75%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

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

    Summative Evaluation: Met Objective
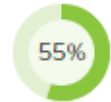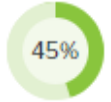
Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All students and staff will practice crisis drills and monthly fire drills. They will refer to and implement our Emergency Operating Plan including the Standard Response Protocol on how to handle emergencies on campus during crisis situations.	**Formative**		
Strategy's Expected Result/Impact: 1. The campus will maintain compliance with required safety drills each semester. 2. Staff, students, and community will be informed of procedures in place for crisis situations. 3. Administrative staff will be able to review, refine, and adjust plans of emergency as needed for student safety. **Staff Responsible for Monitoring:** Principal, Assistant Principals	Nov	Feb	May
	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Emergency Operations Representative, Assistant Principals	Nov	Feb	May
	50%	75%	100%

0% No Progress   100% 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 current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	55%	80%
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	45%	55%	60%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Code of Conduct talks held within first 3 weeks of school and in spring semester. Campus committees will analyze discipline referrals each grading period to determine trends in behaviors. Campus homerooms will implement and present monthly Bringing Out the Best lessons covering Character Education components. Campus homerooms will implement and present daily/weekly activities through Sanford Harmony lessons and social skill development. Community Circles will be part of the instructional morning schedule. **Strategy's Expected Result/Impact:** Violent incidents will be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Coaches, PBIS Committee Members, Emmott Staff	**Formative**		
	Nov	**Feb**	**May**
	50%	70%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS committee will continue the level 1 model for campus interventions. The team will meet monthly to review disciplinary data, create goals for improvement, develop new lessons/activities for school-wide incentives, and review current campus matrix for support. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Emmott Staff, PBIS Committee Members, Principal, Assistant Principals,Counselors, Behavior Coaches	**Formative**		
	Nov	**Feb**	**May**
	50%	70%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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 current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers/Paraprofessionals will be recognized for nine week attendance and participate in school-wide activities that promote daily campus attendance.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff attendance will be kept at a minimum per month based on Aesop reports for campus and groups. Classroom instructional performance will increase for content areas. School morale will increase for the campus. **Staff Responsible for Monitoring:** Assistant Principals, Principal		N/A	40%	75%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 current 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development: Teachers will participate in district and campus professional learning opportunities which focus on specific teaching practices that maximize instructional methods for the current school year.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, District Coaches
	Formative		

	Nov	**Feb**	**May**
	50%	70%	85%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Emmott will host a minimum of 2 parent events to promote the school-home partnership. These events will be held throughout the year for fall and spring semesters. The topics will enhance all content areas/family unity, and require staff participation.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. As a result: 1. There will be an increase of parental involvement during school events. 2. Students will extend and enrich learning beyond the normal school day. 3. Community relationships will develop with campus and business partners. 4. There will be opportunities for parents to participate throughout the year for multiple campus academic and engagement events. **Staff Responsible for Monitoring:** Administration, Teachers, PTO Board Members	50%	70%	100%
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Administrator (LEA) #1	Latisha Bard	District-level Professional
Other School Leader #2	Kristal Shaikh	Counselor
Other School Leader #1	Shelly Ivie	Librarian
Other School Leader (Nonteaching Professional) #4	Brandon Vail	Behavior Coach
Other School Leader (Nonteaching Professional) #3	Leah Saintes-Martinez	Instructional Specialist
Paraprofessional #2	Regina Castillo	Paraprofessional #2
Paraprofessional #1	Debra Schacherer	Paraprofessional #1
Business Representative #2	Alex Soler	Business Representative #2
Business Representative #1	Mason Holt	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Mallory Robinson	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Jamie Drew	Parent #1
Administrator	Yolanda Charles	Assistant Principal
Administrator	Rosha Austin	Assistant Principal
Classroom Teacher	Lisa Kitzmann	Enrichment
Classroom Teacher	Lauren Townsend	Special Education
Classroom Teacher	Nicole Mancilla	Art
Classroom Teacher	Marcia Omar	Fifth Grade
Classroom Teacher	Shumar Robinson	Fourth Grade
Classroom Teacher	Allison Hernandez	Third Grade
Classroom Teacher	Allyson Jones	Second Grade
Classroom Teacher	Cindy Villarreal	First Grade
Classroom Teacher	Jessica Martin	Kindergarten
Classroom Teacher	Debbie Shelton	Pre-Kindergarten
Principal	Jessica Hernandez	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	2023 Cluster	Student Group	Tested 2023 (#)	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Math	3	Emmott	ES 8	All	93	62	67%	70%	62%	31	33%	35%	28%	14	15%	18%	*
Math	3	Emmott	ES 8	Hispanic	31	22	71%	72%	66%	11	35%	36%	26%	*	*	*	*
Math	3	Emmott	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Emmott	ES 8	Asian	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Math	3	Emmott	ES 8	African Am.	34	20	59%	62%	55%	7	21%	26%	24%	*	*	*	*
Math	3	Emmott	ES 8	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Emmott	ES 8	White	16	11	69%	74%	71%	9	56%	58%	50%	8	50%	52%	*
Math	3	Emmott	ES 8	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Emmott	ES 8	Eco. Dis.	64	37	58%	61%	59%	15	23%	28%	25%	5	8%	12%	*
Math	3	Emmott	ES 8	Emergent Bilingual	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Emmott	ES 8	At-Risk	27	13	48%	49%	49%	*	*	*	18%	*	*	*	*
Math	3	Emmott	ES 8	SPED	14	6	43%	48%	33%	6	43%	45%	*	*	*	*	*
Math	4	Emmott	ES 8	All	88	46	52%	59%	59%	24	27%	30%	28%	11	13%	15%	13%
Math	4	Emmott	ES 8	Hispanic	25	14	56%	60%	61%	7	28%	30%	32%	*	*	*	*
Math	4	Emmott	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Emmott	ES 8	Asian	5	*	*	*	100%	*	*	*	*	*	*	*	*
Math	4	Emmott	ES 8	African Am.	36	17	47%	50%	43%	7	19%	22%	*	*	*	*	*
Math	4	Emmott	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Emmott	ES 8	White	16	10	63%	68%	83%	7	44%	46%	50%	5	31%	35%	42%
Math	4	Emmott	ES 8	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Emmott	ES 8	Eco. Dis.	73	37	51%	55%	49%	20	27%	29%	16%	10	14%	16%	*
Math	4	Emmott	ES 8	Emergent Bilingual	14	*	*	*	63%	*	*	*	63%	*	*	*	*
Math	4	Emmott	ES 8	At-Risk	52	18	35%	40%	37%	*	*	*	17%	*	*	*	*
Math	4	Emmott	ES 8	SPED	17	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Emmott	ES 8	All	105	75	71%	75%	60%	41	39%	44%	31%	11	10%	12%	8%
Math	5	Emmott	ES 8	Hispanic	39	33	85%	87%	60%	19	49%	52%	28%	*	*	*	*
Math	5	Emmott	ES 8	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Emmott	ES 8	Asian	10	10	100%	100%	*	9	90%	92%	*	6	60%	62%	*
Math	5	Emmott	ES 8	African Am.	34	17	50%	52%	54%	6	18%	20%	21%	*	*	*	*
Math	5	Emmott	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Emmott	ES 8	White	14	10	71%	73%	69%	6	43%	45%	54%	*	*	*	*
Math	5	Emmott	ES 8	Two or More	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Emmott	ES 8	Eco. Dis.	74	51	69%	71%	61%	25	34%	36%	31%	6	8%	10%	8%
Math	5	Emmott	ES 8	Emergent Bilingual	15	14	93%	95%	*	10	67%	69%	*	*	*	*	*
Math	5	Emmott	ES 8	At-Risk	68	43	63%	65%	38%	20	29%	31%	17%	*	*	*	*

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	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%	%	#	%	%		#	%	%	
Math	5	Emmott	ES 8	SPED	23	13	57%	59%	40%	5	22%	24%	*	*	*	*	*
Reading	3	Emmott	ES 8	All	91	73	80%	84%	69%	38	42%	43%	41%	8	9%	10%	14%
Reading	3	Emmott	ES 8	Hispanic	30	26	87%	90%	68%	13	43%	47%	43%	*	*	*	16%
Reading	3	Emmott	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Emmott	ES 8	Asian	5	5	100%	100%	*	5	100%	100%	*	*	*	*	*
Reading	3	Emmott	ES 8	African Am.	34	23	68%	74%	67%	8	24%	27%	36%	*	*	*	*
Reading	3	Emmott	ES 8	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Emmott	ES 8	White	15	12	80%	87%	79%	9	60%	67%	50%	5	33%	40%	*
Reading	3	Emmott	ES 8	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Reading	3	Emmott	ES 8	Eco. Dis.	63	47	75%	78%	65%	21	33%	35%	40%	*	*	*	13%
Reading	3	Emmott	ES 8	Emergent Bilingual	6	5	83%	100%	67%	*	*	*	*	*	*	*	*
Reading	3	Emmott	ES 8	At-Risk	27	18	67%	70%	54%	8	30%	37%	21%	*	*	*	*
Reading	3	Emmott	ES 8	SPED	14	7	50%	57%	33%	*	*	*	*	*	*	*	*
Reading	4	Emmott	ES 8	All	86	57	66%	70%	80%	25	29%	31%	47%	7	8%	9%	18%
Reading	4	Emmott	ES 8	Hispanic	25	17	68%	72%	79%	7	28%	32%	50%	*	*	*	*
Reading	4	Emmott	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Emmott	ES 8	Asian	5	*	*	*	100%	*	*	*	83%	*	*	*	83%
Reading	4	Emmott	ES 8	African Am.	36	23	64%	69%	73%	10	28%	31%	37%	*	*	*	*
Reading	4	Emmott	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Emmott	ES 8	White	14	11	79%	86%	83%	*	*	*	67%	*	*	*	42%
Reading	4	Emmott	ES 8	Two or More	5	*	*	*	83%	*	*	*	*	*	*	*	*
Reading	4	Emmott	ES 8	Eco. Dis.	71	47	66%	69%	75%	21	30%	31%	39%	7	10%	11%	10%
Reading	4	Emmott	ES 8	Emergent Bilingual	14	6	43%	50%	75%	*	*	*	*	*	*	*	*
Reading	4	Emmott	ES 8	At-Risk	52	29	56%	60%	66%	8	15%	17%	29%	*	*	*	*
Reading	4	Emmott	ES 8	SPED	16	5	31%	38%	46%	*	*	*	*	*	*	*	*
Reading	5	Emmott	ES 8	All	104	78	75%	77%	68%	44	42%	44%	39%	18	17%	18%	17%
Reading	5	Emmott	ES 8	Hispanic	39	30	77%	82%	72%	19	49%	51%	36%	6	15%	18%	*
Reading	5	Emmott	ES 8	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emmott	ES 8	Asian	10	10	100%	100%	*	8	80%	90%	*	5	50%	60%	*
Reading	5	Emmott	ES 8	African Am.	33	22	67%	70%	64%	8	24%	27%	29%	*	*	*	*
Reading	5	Emmott	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emmott	ES 8	White	14	12	86%	93%	69%	7	50%	57%	62%	5	36%	43%	46%
Reading	5	Emmott	ES 8	Two or More	6	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emmott	ES 8	Eco. Dis.	74	53	72%	74%	65%	29	39%	41%	37%	12	16%	18%	16%
Reading	5	Emmott	ES 8	Emergent Bilingual	15	11	73%	80%	*	7	47%	53%	*	*	*	*	*

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	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%	%	#	%	%		#	%	%	
Reading	5	Emmott	ES 8	At-Risk	67	43	64%	67%	53%	20	30%	31%	23%	7	10%	12%	*
Reading	5	Emmott	ES 8	SPED	22	9	41%	45%	35%	*	*	*	*	*	*	*	*
Science	5	Emmott	ES 8	All	101	61	60%	63%	47%	31	31%	33%	17%	12	12%	13%	6%
Science	5	Emmott	ES 8	Hispanic	39	27	69%	71%	52%	14	36%	38%	*	*	*	*	*
Science	5	Emmott	ES 8	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emmott	ES 8	Asian	10	10	100%	100%	*	7	70%	72%	*	6	60%	62%	*
Science	5	Emmott	ES 8	African Am.	32	14	44%	46%	29%	*	*	*	*	*	*	*	*
Science	5	Emmott	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emmott	ES 8	White	13	7	54%	56%	62%	*	*	*	38%	*	*	*	*
Science	5	Emmott	ES 8	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emmott	ES 8	Eco. Dis.	70	40	57%	59%	45%	18	26%	28%	18%	8	11%	13%	*
Science	5	Emmott	ES 8	Emergent Bilingual	15	11	73%	75%	*	*	*	*	*	*	*	*	*
Science	5	Emmott	ES 8	At-Risk	66	34	52%	55%	28%	11	17%	20%	11%	5	8%	10%	*
Science	5	Emmott	ES 8	SPED	21	5	24%	25%	25%	*	*	*	*	*	*	*	*

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in -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 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 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 the reading and writing block.
- 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)
    - Boost 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
  - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge or 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 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.