# Cypress-Fairbanks Independent School District

# Holbrook Elementary School

# 2023-2024

# Mission Statement

**At Holbrook, we are a team committed to maintaining an engaging environment in which there are no limits to academic and personal success for all students.**

# Vision

Holbrook students will leave us well educated and ready for what life has to offer.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

**SCHOOL PROFILE**

Holbrook Elementary is a campus in Houston, Texas.  Holbrook opened its doors in1967. Holbrook is projected to serve 815 students in grades PK - 5 during the 2023-2024 school year, which is a decrease from the previous year of 944.

**COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS**

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

- STAAR Data Reports
- Attendance Data
- Discipline Data
- TELPAS Data
- End of year Assessment Data PK-2
- End of year Assessment Data PK-2
- MAP Test Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets.  The CPOC met on May 24, 2023 and again on September 27, 2023 to develop and finalize the CNA.  The meetings were held in the Art Room from 4:30 - 6:30pm.

At the first meeting on May 24, principal Becky Mendez, led a review of available data to determine areas of strength and areas of growth needed.  The committee evaluated the progress of CIP strategies.

At the second meeting on September 27, 2023, the CPOC reviewed additional STAAR data and goals for 2023-2024 CIP were established.

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 students are not demonstrating proficiency in reading skills Kinder - 5th grade. Through the root cause analysis process, we identified the need to build teacher efficacy in the areas of small group instruction, power zone, and instructional planning and delivery.

Our second identified priority problem is in the area of student achievement, specifically students are not demonstrating proficiency in reading skills Kinder - 5th grade.  Through the root cause analysis process, we identified the need to build teacher efficacy in the areas of small group instruction, power zone, and instructional planning and delivery.

Our third identified priority problem is in the area of Student Attendance, specifically student attendance is below 95%, student attendance is 91.67%. Through the root cause analysis process, we identified that as a campus we need to provide opportunities that allow students to excel and engage in all areas. (academic, social, clubs, leadership)

# Student Achievement

**Student Achievement Strengths**

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

- 87% of Kindergarten students passed the EOY Math DPM
- 86% of 1st grade students met the passing standard for mClass on the end of year assessment.
- 46% of African American students, 66% of LEP students, and 69% of Hispanic students met the passing standard for 3rd grade Math STAAR
- 3rd Grade Math STAAR All student category scores increased 3% at the Meets level
- 4th Grade Math STAAR All student category scores increased 5% at the Approaches, 11% at the Meets, and 5% at the Masters levels.
- 5th Grade Math STAAR All student category scores increased 11% at the Approaches, 6% at the Meets, and 7% at the Masters levels.
- 3rd Grade Reading STAAR scores in the LEP Current category increased 20% in the Approaches and 15% in the Meets levels.
- 5th Grade Reading STAAR scores in the Hispanic category increased 5% in the Meets levels.
- 5th Grade Science STAAR scores in the all student category increased 2% in the Masters level.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** RLA:RLA: Students are not demonstrating proficiency in reading skills in Kinder - 5th grade   **Root Cause:** RLA:The need to build teacher efficacy in the areas of small group instruction, power zone, and instructional planning and delivery.

**Problem Statement 2:** Math: Students are not demonstrating proficiency in reading skills in Kinder - 5th grade   **Root Cause:** Math: The need to build teacher efficacy in the areas of small group instruction, power zone, strategies and instructional planning and delivery.

**Problem Statement 3:** Science: Students are not demonstrating proficiency on Science concepts.   **Root Cause:** Science: The need to build teacher efficacy in the areas of small group instruction, power zone, vocabulary and instructional planning and delivery.

**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.

Our overall student attendance rate for 2023-2024 was 91.67%.  Holbrook fosters strong staff and student relationships, which contribute to the successful implementation of restorative practices on our campus.  Daily Team Time lessons with built in class meetings contribute to a positive student environment.  We are continuing the implementation of the Leader in Me program in the 2023-2024 school year.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** School Culture and Climate: Student attendance is below 95%  **Root Cause:** School Culture and Climate: As a campus, we need to provide opportunities that allow students to excel and engage in all areas. (academic, social, clubs, leadership)

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Strengths**

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

The results of the 2022-2023 Employee Perception Survey provided the following information:

- 95% of staff members strongly agree or agree that opportunities exist for professional growth.
- 93% of staff members strongly agree or agree that opportunities are available to provide input.
- 91% of staff members strongly agree or agree that collaboration is encouraged and practiced.
- 97% of staff members strongly agree or agree that quality work is expected of them
- 96% of staff members strongly agree or agree that procedures are in place to keep them safe at work

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

**Problem Statement 1:** Staff Attendance: Staff attendance needs to increase to 95%.   **Root Cause:** Teacher/Paraprofessional Attendance: Staff members need to engage in meaningful work, have a collaborative voice, and consistent communication.

# Parent and Community Engagement

**Parent and Community Engagement Strengths**

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

Parents respond most readily to direct teacher communication.  We have several community organizations that support Holbrook regularly through classroom donations, staff appreciation, and mentoring.  We are seeing an increase in parent involvement on field trips, school events, and on our campus facebook page.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent and Community Engagement: Opportunities for parents to participate in on-campus activities have been minimal. Most activities were academic only in nature.   **Root Cause:** Parent and Community Engagement: There is a need to increase opportunities for families to purposefully engage in the school community. (Open House, Volunteering, Student Showcase, etc)

# 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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** RLA: We will provide planning opportunities for reading teachers to further build their capacity to implement effective small group instruction, teach in the power zone, and be fully prepared and engaged in planning. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers in order to improve first instructional practices, and frequent data review to adjust instruction. | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Teachers will effectively implement differentiation into their small group lessons to improve student achievement. Increase in Reading MAP RIT Scores and Growth in mClass Improved student scores on assessments Evidence of improved achievement of sub-pops documented in data reports Evidence of increasing percentages of students at the meets and masters level on academic data charts **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, & Principal | 70% | 80% | 90% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Math: We will provide planning opportunities for math teachers to further build their capacity to implement effective small group instruction, teach in the power zone, and be fully prepared and engaged in planning. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers in order to improve first instructional practices, and frequent data review to adjust instruction. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Teachers will effectively implement differentiation into their small group lessons to improve student achievement. Increase in Math MAP RIT Scores Improved student scores on assessments Evidence of improved achievement of sub-pops documented in data reports Evidence of increasing percentages of students at the meets and masters level on academic data charts **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, & Principal | 70% | 80% | 90% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Science: We will provide planning opportunities for science teachers to further build their capacity to implement effective small group instruction, teach in the power zone, and be fully prepared and engaged in planning. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers in order to improve first instructional practices, and frequent data review to adjust instruction. | Formative | | |
| | Nov | Feb | May |
| **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. Teachers will effectively implement differentiation into their small group lessons to improve student achievement. Increase in Science MAP RIT Scores Improved student scores on assessments Evidence of improved achievement of sub-pops documented in data reports Evidence of increasing percentages of students at the meets and masters level on academic data charts **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, & Principal | 75% | 80% | 90% |

| 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 |
| **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness<br>**Staff Responsible for Monitoring:** Principal | 75% | 90% | 100% |

| 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: This time will be utilized to provide intervention in the areas of reading, writing, math, and science through: | **Formative** | | |
| | Nov | Feb | May |
| 1) Identifying specific skill deficits in students<br>2) Implementing intervention designed to close the skill gaps<br>3) Training teachers and paraprofessionals to provide interventions (phonics, fact fluency, number sense,  etc)<br>4) Structuring intervention time to allow interventionists to opportunities to work with small groups of students<br>5) Implement targeted intervention for EB students<br><br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br><br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Classroom teachers, and Interventionists | 75% | 85% | 95% |

| 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: | **Formative** | | |
| | Nov | Feb | May |
| 1) Gardening Club<br>2) Choir, Drum Club<br>3) Sports Club (Dierker's Champs)<br>4) Field Trips<br>5) Leader in Me<br>6) 5th Grade SURGE Days (Leadership, Community Building, High Performing Teams)<br><br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>Positive learning environment centered on growth mindset<br><br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Counselors | 75% | 90% | 95% |

| Strategy 7 Details | Formative Reviews |
|---|---|

| | Formative | | |
|---|---|---|---|
| **Strategy 7:** At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs | **Nov** | **Feb** | **May** |
| 1) Salaries - The class size reduction teachers in 2nd Grade, 5th Grade, & PreK will assist with meeting our students' goals in all content areas. The 3 additional instructional paraprofessionals for academic intervention will assist with meeting our students' goals in all content areas. | 80% | 90% | 95% |

**Strategy 7:** At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs
1) Salaries - The class size reduction teachers in 2nd Grade, 5th Grade, & PreK will assist with meeting our students' goals in all content areas. The 3 additional instructional paraprofessionals for academic intervention will assist with meeting our students' goals in all content areas.
2) Temporary Workers - Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.
3) Online Learning Resources - Students will utilize online resources to assist with classwork, intervention, and practice at school and at home to assist in meeting or exceeding instructional targets
4) Library books, Author Visits, & Classroom library - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.
5) Professional Development & Consultants - The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.
6) Contract Services - Students will have access to relevant, hands-on learning opportunities that support student achievement of instructional targets.
6) Instructional Supplies - Instructional supplies will provide additional access to items that promote students' academic growth and achievement.
7) Incentives/Reinforcers to increase student motivation to meet target goals (academics, discipline, & attendance)
8) Extra Duty Pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.
9) Safety & Security - Materials will promote a safe learning environment for students.
10) Action Based Lab intervention & materials - Students will have access to relevant, hands-on learning opportunities that support student achievement of instructional targets.
11) Parent Involvement - We will increase parent involvement through the year with events like Open House, Cougar Palooza, Multi-Cultural Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

  **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, Interventionists, Title 1/Testing Coordinator

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Before/After School Program: Teachers will provide before or after school tutoring. | Formative | | |
| **Strategy's Expected Result/Impact:** Students, with a tutoring attendance rate of at least 90%, will increase their academic performance a minimum of 10% from prior year's performance.<br>**Staff Responsible for Monitoring:** Principal | Nov | Feb | May |
| | 50% | 75% | 90% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Extended Instructional Time (Closing the Gaps): Teachers and Temporary workers will work with students to improve their academic performance. | Formative | | |
| **Strategy's Expected Result/Impact:** Meet or exceed targets on the attached data table<br>**Staff Responsible for Monitoring:** Principal | Nov | Feb | May |
| | 70% | 100% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Professional Staffing: Class Size Reduction Teacher in Math/Science will be hired to work with students to improve their academic performance. | Formative | | |
| **Strategy's Expected Result/Impact:** Students will increase their academic performance a minimum of 10% from prior year's performance.<br>**Staff Responsible for Monitoring:** Principal | Nov | Feb | May |
| | 70% | 85% | 95% |

| | | | | |
|---|---|---|---|---|
| 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

| 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 | | | 60% | 80% | 95% |
| | 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.
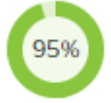
    **Evaluation Data Sources:** Record of safety drills and other required safety actions

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Campus Safety: Holbrook will continue having open communication with staff, students, and the Holbrook community on efforts keeping Holbrook a safe community | **Formative** | | |
| | **Nov** | **Feb** | **May** |
|     **Strategy's Expected Result/Impact:** Stakeholders will participate in ensuring Holbrook remains a safe campus for all<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist,  Counselors,  PBIS Committee, and Staff Members | 75% | 90% | 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** | | |
| | **Nov** | **Feb** | **May** |
|     **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals | 90% | 95% | 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

| 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 | **Nov** | **Feb** | **May** |
| **Staff Responsible for Monitoring:** Principal | 75% | 90% | 95% |

| 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 | **Nov** | **Feb** | **May** |
| **Staff Responsible for Monitoring:** Principal, Attendance Intervention Committee | 85% | 95% | 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 3:** Restorative Discipline: The campus will use restorative discipline practices.

    **Evaluation Data Sources:** Discipline reports

| 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. We will implement the following professional development opportunities for staff, students,  and community: Code of conduct meetings, Project Safety Lessons, Team Time Meetings,  Safety Drills, Capturing Kids' Hearts, Crisis Prevention, Leader in Me Lessons, and the use of restorative practices.<br>    **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 90% | 90% | 95% |

| 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. Holbrook staff will utilize multiple ways of building positive relationships with students such as but not limited to: daily Team Time, class meetings, social contracts, daily social skill lessons, cool down strategies, movement/regroup breaks, and student interest surveys<br>    **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies.<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, PBIS Committee | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 80% | 85% | 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:** Development of Professional Learning Communities:  By the end of the current school year, 100% of staff members will have the opportunity to serve and provide feedback, input, and recognition for the implementation of the campus mission and vision. Leader in Me, PBIS, and Action Teams.

**Evaluation Data Sources:** Formal and Informal Feedback
Committee Participation
Professional Development Opportunities
"Holbrook Big Rocks" - Opportunities for staff members to be involved

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Professional Development opportunities centered on the 7 Habits of Highly Effective People, Communication Skills, Leadership Skills, and building instructional capacity. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increased staff retention, involvement, and ownership **Staff Responsible for Monitoring:** Principal | **Nov** | **Feb** | **May** |
| | 90% | 90% | 95% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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 and feedback based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning
Walk-throughs
Classroom Coaching Visits (Instructional & Classroom Management)
Lesson Plans

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** High-Quality Professional Development: Professional development activities such as but not limited to Modeling, Team Planning, Classroom Observations, Technology, Content Strategies, and/or video recordings may be utilized to promote teacher and student growth | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Classroom implementation of professional learning <br><br> Increased teacher efficacy as evidenced in lesson planning, instruction, and improved student achievement <br> **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches | 90% | 90% | 95% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** High-Quality Professional Development: Frequent opportunities for staff to provide feedback and input regarding the types of professional development needed | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| **Strategy's Expected Result/Impact:** Improved targeted professional development <br> **Staff Responsible for Monitoring:** Principal, Assistant Principals | 90% | 90% | 95% |

| 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 20%.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Parent and Family Engagement:  Holbrook will send multiple invitations to parents and community members to be part of Holbrook events.  Invitations will be sent in English and Spanish.  Multiple methods of communication will be utilized in order to increase parent and family engagement.  Communication methods such as Scholastic Network, Remind, School Messenger, Smore Newsletters will be utilized.<br>**Strategy's Expected Result/Impact:** Parent and family engagement will increase by 20%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Secretary, Title 1 Coordinator | **Formative** | | |
| | **Nov** | **Feb** | **May** |
| | 75% | 85% | 95% |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |

# 2023-2024 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Librarian | Lianett Puentes | Librarian |
| Primary Instructional Specialist | Laura Garcia | Primary IS |
| Math / Science IS | Amber Smith | Math / Science IS |
| Language Arts IS | Autumn Allison | Language Arts IS |
| Behavior Interventionist | Charlotte Womack | Behavior Interventionist |
| District-level Professional | Kelly Mock | Coordinator of Speech Language Pathology |
| PEAM Teacher | Mary Broadhead | PEAM Teacher |
| Math Interventionist | Kindra Cox | Interventionist |
| Other School Leader (Nonteaching Professional) #4 | Other School Leader (Nonteaching Professional) #4 | Other School Leader (Nonteaching Professional) #4 |
| Other School Leader (Nonteaching Professional) #3 | Other School Leader (Nonteaching Professional) #3 | Other School Leader (Nonteaching Professional) #3 |
| Paraprofessional #2 | Paraprofessional #2 | Paraprofessional #2 |
| Paraprofessional #1 | Paraprofessional #1 | Paraprofessional #1 |
| Business Representative #2 | Business Representative #2 | Business Representative #2 |
| Business Representative #1 | Business Representative #1 | Business Representative #1 |
| Community Member #2 | Community Member #2 | Community Member #2 |
| Community Member #1 | Community Member #1 | Community Member #1 |
| Parent #2 | Parent #2 | Parent #2 |
| Parent #1 | Parent #1 | Parent #1 |
| Administrator (LEA) #2 | Karri Stewart | Assistant Principal |
| Administrator (LEA) #1 | Gwendolyn Fontenette | Assistant Principal |
| Counselor | Nichole Clark | Counselor |
| Counselor | Leonor Cardenas | Counselor |
| Teacher #8 | Evelyn Mgboji | Special Ed Teacher |
| Teacher #7 | Stephanie Harris | 5th Grade Teacher |
| Teacher #6 | Jennifer Gaines | 4th Grade Teacher |
| Teacher #5 | Tiffany Sanders | 3rd Grade Teacher |
| Teacher #4 | Giselle Falcon | 2nd Grade Teacher |

| Committee Role | Name | Position |
|---|---|---|
| Teacher #3 | Alexis Anderson | 1st Grade Teacher |
| Teacher #2 | Monica Huerta Hart | Kinder Teacher |
| Teacher #1 | Cecilia Serrano | PreK Teacher |
| Principal | Becky Mendez | 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 | Holbrook | ES 9 | All | 147 | 90 | 61% | 80% | 59% | 43 | 29% | 60% | 24% | 9 | 6% | 20% | 7% |
| Math | 3 | Holbrook | ES 9 | Hispanic | 87 | 60 | 69% | 80% | 64% | 32 | 37% | 55% | 28% | * | * | * | 8% |
| Math | 3 | Holbrook | ES 9 | Am. Indian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Holbrook | ES 9 | Asian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Holbrook | ES 9 | African Am. | 46 | 21 | 46% | 70% | 38% | * | * | * | * | * | * | * | * |
| Math | 3 | Holbrook | ES 9 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Holbrook | ES 9 | White | 7 | 5 | 71% | 80% | * | * | * | * | * | * | * | * | * |
| Math | 3 | Holbrook | ES 9 | Two or More | 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Holbrook | ES 9 | Eco. Dis. | 130 | 79 | 61% | 70% | 58% | 38 | 29% | 55% | 23% | 8 | 6% | 20% | 5% |
| Math | 3 | Holbrook | ES 9 | Emergent Bilingual | 44 | 29 | 66% | 80% | 60% | 15 | 34% | 55% | 27% | * | * | * | * |
| Math | 3 | Holbrook | ES 9 | At-Risk | 83 | 44 | 53% | 70% | 56% | 22 | 27% | 55% | 23% | * | * | * | * |
| Math | 3 | Holbrook | ES 9 | SPED | 29 | 13 | 45% | 70% | 33% | 5 | 17% | 30% | * | * | * | * | * |
| Math | 4 | Holbrook | ES 9 | All | 129 | 77 | 60% | 80% | 70% | 41 | 32% | 60% | 35% | 16 | 12% | 20% | 14% |
| Math | 4 | Holbrook | ES 9 | Hispanic | 84 | 48 | 57% | 80% | 76% | 27 | 32% | 60% | 40% | 11 | 13% | 20% | 15% |
| Math | 4 | Holbrook | ES 9 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 4 | Holbrook | ES 9 | Asian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 4 | Holbrook | ES 9 | African Am. | 37 | 21 | 57% | 70% | 53% | 9 | 24% | 50% | 21% | * | * | * | * |
| Math | 4 | Holbrook | ES 9 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 4 | Holbrook | ES 9 | White | 6 | 6 | 100% | 100% | * | * | * | * | * | * | * | * | * |
| Math | 4 | Holbrook | ES 9 | Two or More | 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 4 | Holbrook | ES 9 | Eco. Dis. | 116 | 70 | 60% | 70% | 68% | 35 | 30% | 55% | 33% | 14 | 12% | 20% | 12% |
| Math | 4 | Holbrook | ES 9 | Emergent Bilingual | 37 | 17 | 46% | 70% | 70% | 5 | 14% | 35% | 27% | * | * | * | * |
| Math | 4 | Holbrook | ES 9 | At-Risk | 87 | 46 | 53% | 70% | 60% | 24 | 28% | 40% | 25% | 9 | 10% | 20% | * |
| Math | 4 | Holbrook | ES 9 | SPED | 19 | * | * | * | 33% | * | * | * | * | * | * | * | * |
| Math | 5 | Holbrook | ES 9 | All | 112 | 82 | 73% | 80% | 68% | 38 | 34% | 60% | 45% | 15 | 13% | 20% | 6% |
| Math | 5 | Holbrook | ES 9 | Hispanic | 74 | 56 | 76% | 86% | 68% | 28 | 38% | 60% | 41% | 12 | 16% | 25% | * |
| Math | 5 | Holbrook | ES 9 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 5 | Holbrook | ES 9 | Asian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 5 | Holbrook | ES 9 | African Am. | 33 | 21 | 64% | 70% | 63% | 7 | 21% | 50% | 47% | * | * | * | * |
| Math | 5 | Holbrook | ES 9 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 5 | Holbrook | ES 9 | White | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 5 | Holbrook | ES 9 | Two or More | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 5 | Holbrook | ES 9 | Eco. Dis. | 99 | 72 | 73% | 80% | 68% | 30 | 30% | 50% | 42% | 11 | 11% | 20% | 5% |
| Math | 5 | Holbrook | ES 9 | Emergent Bilingual | 37 | 29 | 78% | 85% | 56% | 13 | 35% | 50% | 25% | 6 | 16% | 25% | * |
| Math | 5 | Holbrook | ES 9 | At-Risk | 77 | 58 | 75% | 85% | 59% | 23 | 30% | 50% | 31% | 10 | 13% | 20% | * |

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 | 5 | Holbrook | ES 9 | SPED | 19 | 8 | 42% | 70% | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Holbrook | ES 9 | All | 149 | 109 | 73% | 80% | 75% | 69 | 46% | 60% | 54% | 24 | 16% | 20% | 19% |
| Reading | 3 | Holbrook | ES 9 | Hispanic | 88 | 64 | 73% | 80% | 79% | 47 | 53% | 60% | 57% | 17 | 19% | 25% | 21% |
| Reading | 3 | Holbrook | ES 9 | Am. Indian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Holbrook | ES 9 | Asian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Holbrook | ES 9 | African Am. | 47 | 34 | 72% | 80% | 58% | 14 | 30% | 50% | 42% | * | * | * | * |
| Reading | 3 | Holbrook | ES 9 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Holbrook | ES 9 | White | 7 | 6 | 86% | 90% | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Holbrook | ES 9 | Two or More | 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Holbrook | ES 9 | Eco. Dis. | 132 | 95 | 72% | 80% | 74% | 59 | 45% | 60% | 55% | 21 | 16% | 25% | 19% |
| Reading | 3 | Holbrook | ES 9 | Emergent Bilingual | 44 | 27 | 61% | 70% | 79% | 18 | 41% | 60% | 54% | * | * | * | 17% |
| Reading | 3 | Holbrook | ES 9 | At-Risk | 85 | 54 | 64% | 70% | 70% | 30 | 35% | 50% | 47% | 7 | 8% | 15% | 15% |
| Reading | 3 | Holbrook | ES 9 | SPED | 29 | 17 | 59% | 70% | 46% | 7 | 24% | 40% | 25% | * | * | * | * |
| Reading | 4 | Holbrook | ES 9 | All | 129 | 81 | 63% | 80% | 79% | 40 | 31% | 60% | 44% | 12 | 9% | 20% | 12% |
| Reading | 4 | Holbrook | ES 9 | Hispanic | 84 | 49 | 58% | 80% | 79% | 23 | 27% | 60% | 49% | 6 | 7% | 20% | 13% |
| Reading | 4 | Holbrook | ES 9 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Holbrook | ES 9 | Asian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Holbrook | ES 9 | African Am. | 37 | 24 | 65% | 75% | 79% | 12 | 32% | 50% | 29% | * | * | * | * |
| Reading | 4 | Holbrook | ES 9 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Holbrook | ES 9 | White | 6 | 6 | 100% | 100% | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Holbrook | ES 9 | Two or More | 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Holbrook | ES 9 | Eco. Dis. | 116 | 70 | 60% | 70% | 79% | 35 | 30% | 50% | 42% | 11 | 9% | 20% | 11% |
| Reading | 4 | Holbrook | ES 9 | Emergent Bilingual | 37 | 15 | 41% | 70% | 65% | * | * | * | 38% | * | * | * | * |
| Reading | 4 | Holbrook | ES 9 | At-Risk | 87 | 49 | 56% | 70% | 74% | 19 | 22% | 50% | 31% | 6 | 7% | 20% | * |
| Reading | 4 | Holbrook | ES 9 | SPED | 19 | 5 | 26% | 70% | 54% | * | * | * | * | * | * | * | * |
| Reading | 5 | Holbrook | ES 9 | All | 112 | 81 | 72% | 80% | 76% | 57 | 51% | 60% | 47% | 25 | 22% | 30% | 24% |
| Reading | 5 | Holbrook | ES 9 | Hispanic | 74 | 57 | 77% | 87% | 70% | 40 | 54% | 60% | 43% | 18 | 24% | 30% | 20% |
| Reading | 5 | Holbrook | ES 9 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 5 | Holbrook | ES 9 | Asian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 5 | Holbrook | ES 9 | African Am. | 33 | 20 | 61% | 71% | 87% | 14 | 42% | 60% | 47% | 6 | 18% | 25% | 27% |
| Reading | 5 | Holbrook | ES 9 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 5 | Holbrook | ES 9 | White | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 5 | Holbrook | ES 9 | Two or More | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 5 | Holbrook | ES 9 | Eco. Dis. | 99 | 71 | 72% | 80% | 74% | 48 | 48% | 60% | 46% | 20 | 20% | 30% | 25% |
| Reading | 5 | Holbrook | ES 9 | Emergent Bilingual | 37 | 22 | 59% | 70% | 50% | 18 | 49% | 60% | 28% | 6 | 16% | 25% | * |

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 | Holbrook | ES 9 | At-Risk | 77 | 55 | 71% | 80% | 68% | 39 | 51% | 60% | 38% | 15 | 19% | 25% | 16% |
| Reading | 5 | Holbrook | ES 9 | SPED | 19 | 6 | 32% | 70% | * | * | * | * | * | * | * | * | * |
| Science | 5 | Holbrook | ES 9 | All | 112 | 62 | 55% | 80% | 50% | 27 | 24% | 60% | 16% | 11 | 10% | 20% | * |
| Science | 5 | Holbrook | ES 9 | Hispanic | 74 | 42 | 57% | 80% | 46% | 22 | 30% | 60% | 13% | 7 | 9% | 20% | * |
| Science | 5 | Holbrook | ES 9 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 5 | Holbrook | ES 9 | Asian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 5 | Holbrook | ES 9 | African Am. | 33 | 16 | 48% | 70% | 50% | * | * | * | 17% | * | * | * | * |
| Science | 5 | Holbrook | ES 9 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 5 | Holbrook | ES 9 | White | 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 5 | Holbrook | ES 9 | Two or More | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Science | 5 | Holbrook | ES 9 | Eco. Dis. | 99 | 53 | 54% | 70% | 48% | 23 | 23% | 50% | 15% | 9 | 9% | 20% | * |
| Science | 5 | Holbrook | ES 9 | Emergent Bilingual | 37 | 20 | 54% | 70% | 25% | 9 | 24% | 50% | * | * | * | * | * |
| Science | 5 | Holbrook | ES 9 | At-Risk | 77 | 40 | 52% | 70% | 39% | 17 | 22% | 50% | 9% | 6 | 8% | 20% | * |
| Science | 5 | Holbrook | ES 9 | SPED | 19 | * | * | * | * | * | * | * | * | * | * | * | * |

# 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.