Cypress-Fairbanks Independent School District

Hemmenway Elementary School

2023-2024

Mission Statement

We are committed to engaging our staff, students and the community to collaboratively develop students who are educated and think critically to become productive, global citizens and lifelong learners.

Vision

Equipping our students with the tools to shape the future

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Needs Assessment Overview Summary

SCHOOL PROFILE

Hemmenway is a campus in Katy, Texas. Hemmenway opened its doors in 2008. Hemmenway is projected to serve 940 students in grades Pre-kindergarten - 5th grades during the 2023-2024 school year, which is a decrease from the previous year of 1145.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- District goals
- Campus goals
- Campus/district improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- STAAR current and longitudinal results, including all versions
- Texas approved PreK-end grade assessment data
- Race and ethnicity data, including number of students, academic achievement, dicisipline, attendance, and rates of progress between groups
- Economically disadvantaged/Non-economically disadvantged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at risk population includeing performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB)/non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Attendance data
- Discipline records
- Staff surveys and/or other feedback

- Parent surveys and/or other feedback

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 12, 2023 and again on September 22, 2023 to develop and finalize the CNA. The meetings were held in the Art Room at 7:30am.

At the first meeting on May 12, 2023, principal Christal Hammond facilitated the needs assessment process where the council determined three strengths and three needs in each content area as well as with behavior and student and staff attendance. The council began to develop strategies to address the determined needs in all areas. The council discussed and completed planning for the preliminary Title I budget for the 2023-24 school year. The May CIP strategy evaluation was conducted, progress toward goals were determined in groups, and the 2022-23 CIP summative evaluation was completed.

At the second meeting on September 22, 2023, the CPOC reviewed the campus mission, vision, strategy, and campus focuses for the year. We reviewed the purpose of the CPOC committee and introductions were made. According to the campus focuses for the year- Culture, Academics, Behavior, and Environment, we reviewed the family engagement opportunities that had taken place up to this point, the STAAR and STAAR Alt assessment results, current enrollment and discipline data, Title funded positions, safety processes on campus including monthly safety committee meetings, the current Title I budget along with expenditures, and current campus attendance percentage using the new district attendance dashboard. Following the review of the needs assessment, root causes, and strategy statements, we conducted table talk discussions to determine additional strengths and needs of the campus.

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 reading language arts student achievement, specifically students are not meeting the academic improvement targets. Through the root cause analysis process, we identified that teachers need to be consistent in their implementation of explicit, systematic instruction in phonics, vocabulary development, and verbal and written reading responses using grade-level conventions.

Our second identified priority problem is in the area of math student achievement, specifically economically disadvantaged students performed below the district in the Approaches, Meets, and Masters categories in each grade level. Through the root

cause analysis process, we identified that teachers need to effectively analyze student data to plan for purposeful small-group instruction.

Our third identified priority problem is in the area of student discipline specifically elevated numbers of student discipline incident impeded the campus culture and academic growth of students. Through the root cause analysis process, we identified that our staff needs more behavioral tools for de-escalation and academic tools for engagement to meet the needs of students.

Student Achievement

Student Achievement Strengths

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

Strengths:

<u>Primary Reading</u>

Overall our students are doing well on their Independent reading.

Most of our students are performing better on the mCLASS assessment which indicates phonics understanding.

We've made overall improvements in each area assessed since the beginning of the year.

<u>Primary Math</u>

Students do well in recognizing the quantity of objects and pictures.

Students are able to use basic fact strategies to add and subtract numbers to 20.

Students are able to understand information using a graph.

<u>2-5 ELAR</u>

Increased number of students reading on level in 2nd-4th grade

Foundation set for SCRs and ECRs

Increased instruction in phonics

<u>2-5 Math</u>

Teachers use manipulatives in whole and small group.

Students are familiar with online testing tools.

Teachers content capacity is growing.

<u>2-5 Science</u>

Teachers prepare Science lab/materials ahead of the lesson.

Science lessons are very engaging and hands-on.

Teachers are familiar with and are prepared to deliver the lesson as written.

<u>Behavior</u>

Reduction in referrals for red students

Primary grades use of PBIS Rewards

Morning meeting time

Reduction of referrals since February 2023

<u>Student Attendance</u>

Some parents are communicating absences with the school.

Automated District Call-out for absences

Some staff communicate with attendance clerk about excessive absences.

<u>Staff Attendance</u>

Staff typically communicates absences

Long term subs are consistent

Interventionists provide support as needed

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our African American, SpEd, and Emerging Bilingual students are not meeting the academic improvement targets.   **Root Cause:** RLA: RLA teachers need to implement consistent, explicit, systematic instruction that yields high student expectations through phonics, vocabulary development, and verbal and written reading responses using grade-level conventions.

Problem Statement 2: Math: Economically disadvantaged students performed below the district in the Approaches, Meets, & Masters categories in each grade level.   **Root Cause:** Math: We need to effectively analyze data to plan for purposeful small-group instruction.

Problem Statement 3: Science: Economically disadvantaged students performed below the district in the Approaches, Meets, & Masters categories.   **Root Cause:** Science: We need to build the vertical content knowledge of our teachers to provide spiraling of content introduced in previous grade levels.

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 staff has a unified focus on wanting our students to achieve academic improvement. We have started to identify the strengths and talents each team member contributes. We explored Collective Teacher Efficacy and its impact on student achievement, as well as continue to highlight evidence of this concept on our campus. We are building a culture of resilience and commitment to doing what it takes to ensure capacity building of all staff members, and student safety and success. We ensure we meet all EOP requirements and are in compliance with drills and all security measures.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Elevated numbers of student discipline incidents impeded the campus culture and academic growth of students. **Root Cause:** Our staff needs more behavioral tools for de-escalation and academic tools for engagement to meet the needs of students.

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.

- While Hemmenway staff retention has been impacted by the opening of the new campus, 92% of our current professional staff are experienced educators.
- 97% believe opportunities exist for staff to think for themselves.
- 96% believe information is available to help staff do their job effectively
- 98% believe procedures have been implemented to keep them safe at work.
- 96% believe quality work is expected of them.
- 96% believe there are opportunities to discuss concerns with administrators.
- 96% believe information related to their job is accessible.
- 96% believe staff appreciation is built into the school culture.
- 96% are clear about their job responsibilities.
- 96% believe decisions are data-driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences continue to affect student achievement, as subs are not readily available.   **Root Cause:** Teacher/Paraprofessional Attendance: Staff does not correlate their absences with the decline in student achievement.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Opportunities for parents to participate in Parent Orientations which allow them to volunteer at the campus for WatchDOGS, Tiger V.I.P.s, library support, field trips, the spring carnival and Day of Awesomeness.
- Opportunities for parents to attend various campus events (Literacy Night, Pictures with Santa, KISS Dance, STEM Night, Movie Night, etc.)
- Attendance at Open House Nights, parent conferences, Meet the Teacher, and Tiger Express.
- Consistent tools for parent feedback through the Feedback tab in the monthly newsletter, Tiger Tales, as well as in quarterly Parent Advisory meetings.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We need to develop ways to strengthen the Home-School Partnership with our Hemmenway families. **Root Cause:** We have not provided enough opportunities to allow parent support on campus.

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 need to implement consistent, explicit, systematic instruction that yields high student expectations through phonics, vocabulary development, and verbal and written reading responses using grade-level conventions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Student Data: The percentage of students reaching "growth" standard will increase. Planning: Each week, a portion of content planning will be devoted to differentiated small-group activities to enhance literacy skills. Walkthroughs: The instructional team will note evidence of student understanding through purposeful student talk and student writing samples. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator	60%	70%	80%

Strategy 2 Details	Formative Reviews		
	Formative		

Strategy 2: Math: We will strategically analyze student data after assessments to plan for purposeful small-group instruction that targets individual skill deficits. utilizes hands-on instruction to engage students, and enhances process thinking to meet the needs of students.

	Nov	Feb	May
	45%	60%	75%

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables

Student Data: The percentage of students reaching "approaches" level will increase. We will focus on our economically disadvantaged student population.

Planning: Each week, a portion of content planning will be used to determine effective hands-on small group lessons and math workshop activities.

Walkthroughs: The Instructional Team will note evidence of small group collaboration, small group purposeful talk, hands-on learning, and/or differentiation.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator

Strategy 3 Details	Formative Reviews		
	Formative		

Strategy 3: Science: We will learn prerequisite content introduced in previous grade levels to include spiraled review activities and experiments that are hands-on and focus on vocabulary development.

	Nov	Feb	May
	45%	55%	65%

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables

Student Data: The percentage of students reaching "approaches" level will increase. We will focus on our economically disadvantaged student population.

Planning: Each week, a portion of content planning will be used to explain the vertical alignment of prerequisite TEKs and effective hands-on and vocabulary activities for spiral review.

Walkthroughs: The Instructional Team will note evidence of s hands-on learning and vocabulary development.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator

Strategy 4 Details	Formative Reviews		
	Formative		

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

	Nov	Feb	May
	75%	85%	100%

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: tutoring, intervention, growth opportunities, enrichment and reteaching of concepts. **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, Teachers	Formative		
	Nov	Feb	May
	55%	70%	100%

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: Action Based Learning Lab that will focus on Social/Emotional Learning and before/after school enrichment activities. **Strategy's Expected Result/Impact:** With Title I Support, Hemmenway Elementary will implement the following measures: 1. Professional Development -The leadership team, Behavior Coaches, and ABL teacher will access various professional development resources to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the ABL Lab. 2. Extra Duty Pay for Sponsors: Enrichment activities will have staff sponsors to enrich and expose students to before and after activities that incentivize students' academic and behavioral success. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Behavior Coaches, ABL teachers, teachers	Formative		
	Nov	Feb	May
	80%	90%	100%

Strategy 7 Details	Formative Reviews		
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 **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. 1. Salaries: *The Math interventionist will assist in ensuring the academic needs of our students are met. *The para educators will assist students in K-5th through small group interventions to assist in meeting or exceeding targets attached to the CIP target table. 2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments 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. 3. Instructional Supplies: *Student instructional supplies will be used to assist in the delivery of instruction, identify additional targeted reading and math lessons using various learning software and support the use of formative assessments and improve the home-school connection of learning at home with parents, and include PAFE supplies to support children at home. 4. Library Books: * Library Books - Additional books will be purchased to diversify the book collection to pique the interest of our students in support of a love of reading. 5. Student, PAFE snacks and supplies will be used to support before/after school events such as Curriculum Night for Reading and Math, hands-on activities to model strategies for parents to use at home to support their children.	Formative		
	Nov	Feb	May

6. We will pay for a Testing Coordinator to oversee STAAR testing, SIT, TELPAS, and 504. This person will oversee the interventions and accommodations put in place to support those students being monitored academically.

7. PBIS Rewards will be purchased as our campus incentive program to provide positive rewards for students showing growth academically and behaviorally.

8. Powerwalks subscription will be purchased to measure teacher implementation of hands-on instruction that focuses on rigor and relevance, activities and experiments focusing on vocabulary development and student inquiry skills.

9. Academic experiences off campus will be provided to students throughout the school year. Each grade level will attend a field trip that aligns with the curriculum.

10. To lower class sizes in 5th grade, an additional 5th grade teacher will be funded.

11. A temporary worker will be paid for to support classes and students with push-in groups, pull-out groups and during Closing the Gap time, based on current academic data.

12. Through extended day planning, teachers will have time to effectively plan for the specific learning needs of students. Substitutes will be paid for so that planning sessions can extend beyond the daily planning hour.

13. We will pay for a Behavior Coach to support students in behavioral and social-emotional development which will allow students greater access to the curriculum thereby promoting academic gains.

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

80%   90%   100%

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: Before/After School Program: Before/After School Tutoring - 4th and 5th grade students who were unsuccessful in meeting the approaches standard on the 2023 STAAR Reading and Math assessments will be provided before/after school tutoring in small groups of 5-8 students or less for a minimum of 20 hours of instruction in math and/or reading to address learning gaps and increase student achievement.
 	
Professional Development: The leadership team, teaching staff, and para-professionals will attend professional development on enhancing small group instruction, supplemental aids, reading and math content, etc. 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.
 	
Planning: Staff will participate in additional after-school planning to explain the vertical alignment of prerequisite TEKs, review effective hands-on and vocabulary activities for spiral review, and prepare to meet the individual needs of all students.
 	
Temporary Worker: A temporary worker will be paid for to support classes and students with push-in groups, pull-out groups and during Closing the Gap time, based on current academic data.
    Strategy's Expected Result/Impact: By the end of the current school year, 80% of students in grades 4-5 who receive before/after school tutoring will demonstrate proficiency at the approaches level as measured using District Benchmarks and STAAR assessments in Math.
 	
    By the end of the current school year, 80% of students will increase in proficiency by 5% as measured using District Benchmarks, TELPAS assessments, and individualized education plan goals.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	70%	70%	90%

Strategy 2 Details	Formative Reviews		

Strategy 2: Professional Staffing: Core Content Area Interventionist in Reading will be hired to work with bilingual students to improve their academic performance.
    Strategy's Expected Result/Impact: By the end of the current school year, 90% of all students classified as bilingual in 2nd-5th grades will make at least one year's growth in reading as evidenced by assessment of independent reading levels.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	50%	50%	100%

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, i.e. specific subscriptions and materials that provide individualized instruction and practice
    Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	50%	50%	70%
	No Progress Accomplished Continue/Modify Discontinue		

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: The campus will participate in all campus crisis drills, comply with district policies for safety actions, and implement Project Safety lessons, as well as staff will meet monthly for Safety Committee meetings.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Implementing both district and campus expectations for safety will create a secure environment and bring awareness of our safety practices to students, staff and our community. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Admin. Team Members	85%	95%	95%

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. **Staff Responsible for Monitoring:** Principal, Assistant Principal	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 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: Some progress made toward meeting Objective

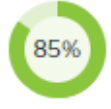| Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	75%	80%	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**
	75%	80%	90%

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. The campus will continue to review matrix expectations (ROARS - Responsible, Ownership, Accepting, Respectful, Safe) daily in morning meetings, Project Safety lessons, counselor guidance lessons and in our Action Based Learning Lab.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Teachers, Assistant Principals, Behavioral Interventionists, Counselors
	Formative		

	Nov	Feb	May
	75%	90%	100%

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. Staff will have consistent training in restorative discipline practices through monthly staff meetings, behavioral meetings, and a campus-wide behavioral incentive program, including a re-launch of a comprehensive Game On system and PBIS Reboot training for staff. We review our PBIS matrix attributes interactively with students daily during morning announcements and during class Morning Meetings.
R-being respectful
O-taking ownership
A-being accepting
R-being responsible
S-being safe
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Behavioral Interventionists, PBIS Committee
	Formative		

	Nov	Feb	May
	75%	90%	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 and Paraprofessionals will be recognized each nine weeks at staff meetings which will include attendance certificates and incentives. Attendance will also be part of our Game On Program.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.
    Staff Responsible for Monitoring: Campus Secretary, Principal
	Formative		

	Nov	**Feb**	**May**
	70%	75%	90%

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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus Staff will have the opportunity to attend various trainings that meet their specific learning needs. These training's include, but are not limited to, Fundamental 5, district professional development opportunities, as well as additional professional development aligned with our most at-risk populations, such as, TELPAS trainings, HMH, Models Schools Conference, Guided Math, Growth Mindset training, campus subscriptions (i.e. Legends of Learning), Schoology, and Learner Engagement.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Student achievement will increase by 10% by implementation of strategies gleaned from teacher professional development opportunities. Also, staff will be expected to present the other staff members about their learning when they return. **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Teachers	75%	75%	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 15%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
Records of volunteer service

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: The campus will form a parental involvement committee to discuss ideas on how best to engage parents. Events will include school to home success presentations, Literacy and Math Night and a variety of parent involvement events and incentives to encourage parent attendance.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 15%. **Staff Responsible for Monitoring:** Principal, Parent Involvement Committee, Counselors, Assistant Principals	75%	85%	95%

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

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Karla Reyes	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Maria Wagler	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Sara Diaz	Paraprofessional #2
Paraprofessional #1	Deborah Blasdell	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Jeffrey Bottoms	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	Wintana Brown	Parent #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Cassie Neitzey	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Andrea Richardson	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Regina Butler	Other School Leader (Nonteaching Professional) #1
Teacher #8	Vera Boateng	Teacher #8
Teacher #7	Jalisa Louis	Teacher #7
Teacher #6	Dreamara Parks	Teacher #6
Teacher #5	Thomas Waxley	Teacher #5
Teacher #4	Clarissa Popelsky	Teacher #4
Teacher #3	Jennifer Maduro	Teacher #3
Teacher #2	Lisa Galloway	Teacher #2
Teacher #1	Cindy Varela	Teacher #1
Principal	Christal Hammond	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	Hemmenway	ES 7	All	181	117	65%	70%	61%	54	30%	40%	26%	8	4%	10%	*
Math	3	Hemmenway	ES 7	Hispanic	115	67	58%	65%	65%	32	28%	35%	27%	*	*	*	*
Math	3	Hemmenway	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hemmenway	ES 7	Asian	6	6	100%	100%	*	*	*	*	*	*	*	*	*
Math	3	Hemmenway	ES 7	African Am.	44	30	68%	75%	43%	12	27%	35%	18%	*	*	*	*
Math	3	Hemmenway	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hemmenway	ES 7	White	8	8	100%	100%	83%	*	*	*	*	*	*	*	*
Math	3	Hemmenway	ES 7	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hemmenway	ES 7	Eco. Dis.	150	94	63%	67%	62%	41	27%	35%	24%	*	*	*	*
Math	3	Hemmenway	ES 7	Emergent Bilingual	71	32	45%	50%	62%	12	17%	25%	26%	*	*	*	*
Math	3	Hemmenway	ES 7	At-Risk	107	58	54%	60%	62%	24	22%	30%	26%	*	*	*	*
Math	3	Hemmenway	ES 7	SPED	16	*	*	*	41%	*	*	*	*	*	*	*	*
Math	4	Hemmenway	ES 7	All	171	87	51%	61%	47%	48	28%	38%	18%	13	8%	18%	6%
Math	4	Hemmenway	ES 7	Hispanic	87	52	60%	70%	41%	28	32%	42%	14%	9	10%	20%	*
Math	4	Hemmenway	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hemmenway	ES 7	Asian	9	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hemmenway	ES 7	African Am.	56	23	41%	51%	51%	12	21%	31%	24%	*	*	*	*
Math	4	Hemmenway	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hemmenway	ES 7	White	9	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hemmenway	ES 7	Two or More	9	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hemmenway	ES 7	Eco. Dis.	138	69	50%	60%	43%	34	25%	35%	16%	9	7%	17%	4%
Math	4	Hemmenway	ES 7	Emergent Bilingual	56	28	50%	60%	36%	15	27%	37%	*	7	13%	23%	*
Math	4	Hemmenway	ES 7	At-Risk	123	57	46%	56%	37%	28	23%	33%	11%	10	8%	18%	*
Math	4	Hemmenway	ES 7	SPED	9	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hemmenway	ES 7	All	167	125	75%	80%	56%	59	35%	45%	35%	21	13%	20%	8%
Math	5	Hemmenway	ES 7	Hispanic	104	81	78%	80%	55%	34	33%	40%	36%	13	13%	20%	8%
Math	5	Hemmenway	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hemmenway	ES 7	Asian	8	8	100%	100%	71%	7	88%	90%	*	*	*	*	*
Math	5	Hemmenway	ES 7	African Am.	45	28	62%	70%	58%	15	33%	40%	34%	*	*	*	*
Math	5	Hemmenway	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hemmenway	ES 7	White	4	*	*	*	56%	*	*	*	56%	*	*	*	*
Math	5	Hemmenway	ES 7	Two or More	5	*	*	*	50%	*	*	*	*	*	*	*	*
Math	5	Hemmenway	ES 7	Eco. Dis.	134	98	73%	78%	54%	44	33%	40%	34%	12	9%	20%	8%
Math	5	Hemmenway	ES 7	Emergent Bilingual	58	42	72%	77%	39%	17	29%	35%	22%	*	*	*	*
Math	5	Hemmenway	ES 7	At-Risk	121	88	73%	78%	49%	36	30%	35%	28%	12	10%	20%	6%

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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	Hemmenway	ES 7	SPED	21	7	33%	40%	*	*	*	*	*	*	*	*	*
Reading	3	Hemmenway	ES 7	All	180	133	74%	78%	76%	91	51%	53%	47%	25	14%	18%	21%
Reading	3	Hemmenway	ES 7	Hispanic	115	78	68%	72%	76%	55	48%	50%	47%	18	16%	20%	19%
Reading	3	Hemmenway	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hemmenway	ES 7	Asian	6	5	83%	85%	*	5	83%	85%	*	*	*	*	*
Reading	3	Hemmenway	ES 7	African Am.	43	37	86%	88%	75%	22	51%	55%	45%	*	*	*	25%
Reading	3	Hemmenway	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hemmenway	ES 7	White	8	6	75%	79%	*	*	*	*	*	*	*	*	*
Reading	3	Hemmenway	ES 7	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hemmenway	ES 7	Eco. Dis.	150	109	73%	76%	74%	72	48%	52%	48%	21	14%	18%	21%
Reading	3	Hemmenway	ES 7	Emergent Bilingual	71	38	54%	55%	72%	20	28%	34%	38%	5	7%	12%	13%
Reading	3	Hemmenway	ES 7	At-Risk	107	69	64%	66%	69%	42	39%	44%	43%	11	10%	14%	18%
Reading	3	Hemmenway	ES 7	SPED	16	6	38%	44%	35%	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	ES 7	All	172	124	72%	77%	81%	62	36%	41%	48%	19	11%	15%	17%
Reading	4	Hemmenway	ES 7	Hispanic	87	61	70%	80%	76%	32	37%	45%	43%	11	13%	20%	13%
Reading	4	Hemmenway	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	ES 7	Asian	9	7	78%	85%	*	5	56%	65%	*	*	*	*	*
Reading	4	Hemmenway	ES 7	African Am.	57	44	77%	85%	85%	19	33%	40%	59%	6	11%	20%	22%
Reading	4	Hemmenway	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	ES 7	White	9	6	67%	75%	*	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	ES 7	Two or More	9	6	67%	75%	100%	*	*	*	*	*	*	*	*
Reading	4	Hemmenway	ES 7	Eco. Dis.	139	96	69%	75%	80%	48	35%	45%	47%	13	9%	17%	15%
Reading	4	Hemmenway	ES 7	Emergent Bilingual	57	34	60%	70%	71%	15	26%	35%	24%	5	9%	17%	*
Reading	4	Hemmenway	ES 7	At-Risk	125	85	68%	75%	75%	38	30%	40%	35%	14	11%	17%	9%
Reading	4	Hemmenway	ES 7	SPED	10	5	50%	60%	44%	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	ES 7	All	167	129	77%	80%	72%	87	52%	55%	45%	52	31%	34%	22%
Reading	5	Hemmenway	ES 7	Hispanic	104	84	81%	83%	68%	53	51%	54%	45%	30	29%	33%	18%
Reading	5	Hemmenway	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	ES 7	Asian	8	7	88%	90%	86%	7	88%	90%	*	6	75%	78%	*
Reading	5	Hemmenway	ES 7	African Am.	45	31	69%	74%	72%	23	51%	54%	42%	14	31%	33%	25%
Reading	5	Hemmenway	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	ES 7	White	4	*	*	*	89%	*	*	*	67%	*	*	*	*
Reading	5	Hemmenway	ES 7	Two or More	5	*	*	*	80%	*	*	*	*	*	*	*	*
Reading	5	Hemmenway	ES 7	Eco. Dis.	134	102	76%	79%	69%	67	50%	53%	44%	36	27%	31%	19%
Reading	5	Hemmenway	ES 7	Emergent Bilingual	58	42	72%	76%	52%	23	40%	42%	26%	14	24%	26%	*

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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	Hemmenway	ES 7	At-Risk	121	87	72%	75%	68%	54	45%	49%	38%	30	25%	30%	17%
Reading	5	Hemmenway	ES 7	SPED	21	5	24%	25%	47%	*	*	*	*	*	*	*	*
Science	5	Hemmenway	ES 7	All	167	108	65%	70%	57%	53	32%	40%	25%	19	11%	16%	6%
Science	5	Hemmenway	ES 7	Hispanic	104	71	68%	70%	55%	28	27%	33%	23%	13	13%	20%	7%
Science	5	Hemmenway	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hemmenway	ES 7	Asian	8	7	88%	90%	*	6	75%	80%	*	*	*	*	*
Science	5	Hemmenway	ES 7	African Am.	45	24	53%	60%	60%	15	33%	45%	25%	*	*	*	*
Science	5	Hemmenway	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hemmenway	ES 7	White	4	*	*	*	56%	*	*	*	*	*	*	*	*
Science	5	Hemmenway	ES 7	Two or More	5	*	*	*	60%	*	*	*	*	*	*	*	*
Science	5	Hemmenway	ES 7	Eco. Dis.	134	83	62%	70%	55%	38	28%	40%	22%	11	8%	13%	5%
Science	5	Hemmenway	ES 7	Emergent Bilingual	58	33	57%	60%	35%	6	10%	20%	13%	*	*	*	*
Science	5	Hemmenway	ES 7	At-Risk	121	70	58%		52%	28	23%	30%	18%	11	9%	14%	5%
Science	5	Hemmenway	ES 7	SPED	21	*	*	*	*	*	*	*	*	*	*	*	*

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.