

Cypress-Fairbanks Independent School District

Pope Elementary School

2023-2024



Mission Statement

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

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: **Root Cause:** RLA:

Problem Statement 2: Language Arts: **Root Cause:** Language Arts:

Problem Statement 3: Math: **Root Cause:** Math:

Problem Statement 4: Science: **Root Cause:** Science:

School Culture and Climate

School Culture and Climate Strengths

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

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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Student growth in Writing is dependent on quality first instruction, skill based small groups, and purposeful guided and independent practice for responding to Reading (SCRs and ECRs).</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Student growth in mathematics is dependent on quality first instruction using manipulatives and hands on experiences as well as targeted small group instruction that focuses on all question types and computer test taking strategies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Student growth in Science will be dependent on vocabulary development and providing hands-on experiences during instruction as well as focusing on all question types and computer test taking strategies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal, PE teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: small group instruction targeted at specific needs of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Summer Learning/Summer Enrichment: Welcome Back Reading Challenge Launch - Students will participate in the Back to School Reading Incentive Challenge using the program Beanstack. Beanstack challenges will be hosted throughout the year to promote reading.</p> <p>Strategy's Expected Result/Impact: Students will be challenged to read 300 minutes in three weeks and log their minutes using Beanstack. Students who complete the challenge will be entered into a drawing to win incentives. The more students read, the better readers they become.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary workers will be hired to work with students to improve their academic performance. We will also use professional staff to complete additional instruction using Extra Duty Pay.</p> <p>Supplies will be purchased (pencils, dry erase markers, TEKS Based STAAR Prep curriculum resources, printer toner, and student incentive materials) to address student learning loss as a result of COVID-19.</p> <p>We will celebrate student growth at the end of the year with a Popsicle party.</p> <p>Strategy's Expected Result/Impact: Students who receive high dosage tutoring from temporary workers, weekly, will increase STAAR reading or math scores during the 23-24 school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: Kindergarten - 2nd grade teachers will participate in a Structured Literacy Cohort with Shonda Guthrie in alignment with District literacy recommendations.</p> <p>Strategy's Expected Result/Impact: Kindergarten - 2nd grade students will show growth in reading, specifically phonemic awareness and decoding through the duration of the 23-24 school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 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		
<p>Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p>Students with 2 or less absences each 9 weeks will be rewarded with incentives to redeem from their teachers.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>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 use behavior contracts, social skills lessons, lessons from the Counseling team, Quaver ED and reflections to prevent violence. We will partner with Cypress Ranch High School to include the PALS program, providing high school student mentors for some of our At-Risk students. We are also implementing Jr. Ambassadors, as student mentors for new students.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Coach</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>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. All staff members will effectively teach and reward students according to our PBIS matrix and PRIDE using PBIS Rewards.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Coach</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at 95% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will celebrate staff each month to increase attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will be at 95% or higher.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 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		
<p>Strategy 1: High-Quality Professional Development: Our campus is participating in the Science of Teaching Reading, our CTE was for staff to attend the Digital Learning Conference, ASCD courses provided by CFISD are available for staff, and campus based professional development will be provided.</p> <p>Strategy's Expected Result/Impact: Teachers will add multiple strategies to their robust toolkits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents and guardians will be invited to attend and/or volunteer at a variety of school events to increase their knowledge of our curriculum and/or to celebrate student achievements.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Campus Secretary, and PTO</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
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
Business Representative #2	Nick Campagna	Business Representative #2
Business Representative #1	J-R Satchel	Business Representative #1
Community Member #2	Guadalupe Rogato	Community Member #2
Community Member #1	Kimberly Ou	Community Member #1
Parent #2	Egbonna Obi	Parent #2
Parent #1	Marisabel Tejada	Parent #1
Administrator (LEA) #1	Kenneth Henry	District Admin
Other School Leader (Nonteaching Professional) #2	Natalie Silva	Dyslexia
Other School Leader (Nonteaching Professional) #1	Kelli Schlosser	PEAM
Teacher #8	Jackie Shea	Resource
Teacher #7	Stacy Hernandez	5th grade
Teacher #6	Melissa Dupuis	4th grade
Teacher #5	Angela Reyna	3rd grade
Teacher #4	Ari Turner	2nd grade
Teacher #3	Gabrielle Idowu	1st grade
Teacher #2	Katy Wolford	Kinder
Teacher #1	Jennifer Black	PreK
Principal	Katie Herrera	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: 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
					2023	#	%	%		#	%	%		#	%	%	
					#												
Math	3	Pope	ES 1	All	162	152	94%	95%	91%	127	78%	79%	75%	74	46%	47%	32%
Math	3	Pope	ES 1	Hispanic	30	29	97%	98%	94%	26	87%	88%	63%	17	57%	58%	34%
Math	3	Pope	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Pope	ES 1	Asian	30	28	93%	94%	93%	25	83%	84%	93%	15	50%	51%	36%
Math	3	Pope	ES 1	African Am.	9	7	78%	79%	73%	5	56%	57%	55%	*	*	*	*
Math	3	Pope	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Pope	ES 1	White	89	85	96%	97%	92%	68	76%	77%	74%	39	44%	45%	32%
Math	3	Pope	ES 1	Two or More	4	*	*	*	89%	*	*	*	89%	*	*	*	*
Math	3	Pope	ES 1	Eco. Dis.	13	9	69%	70%	81%	5	38%	39%	52%	*	*	*	*
Math	3	Pope	ES 1	Emergent Bilingual	10	9	90%	91%	70%	6	60%	61%	70%	*	*	*	*
Math	3	Pope	ES 1	At-Risk	27	22	81%	82%	74%	14	52%	53%	47%	6	22%	23%	16%
Math	3	Pope	ES 1	SPED	28	22	79%	80%	82%	15	54%	55%	45%	10	36%	37%	18%
Math	4	Pope	ES 1	All	173	163	94%	95%	92%	144	83%	84%	83%	93	54%	55%	58%
Math	4	Pope	ES 1	Hispanic	37	35	95%	96%	94%	25	68%	69%	88%	14	38%	39%	63%
Math	4	Pope	ES 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Pope	ES 1	Asian	25	25	100%	100%	93%	25	100%	100%	83%	17	68%	69%	63%
Math	4	Pope	ES 1	African Am.	10	8	80%	81%	78%	5	50%	51%	67%	*	*	*	*
Math	4	Pope	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Pope	ES 1	White	86	80	93%	94%	93%	75	87%	88%	83%	52	60%	61%	55%
Math	4	Pope	ES 1	Two or More	14	14	100%	100%	*	13	93%	94%	*	8	57%	58%	*
Math	4	Pope	ES 1	Eco. Dis.	19	16	84%	85%	63%	12	63%	64%	38%	6	32%	33%	*
Math	4	Pope	ES 1	Emergent Bilingual	9	9	100%	100%	82%	7	78%	79%	73%	*	*	*	*
Math	4	Pope	ES 1	At-Risk	32	25	78%	79%	70%	18	56%	57%	55%	5	16%	17%	21%
Math	4	Pope	ES 1	SPED	26	19	73%	74%	61%	14	54%	55%	57%	5	19%	20%	39%
Math	5	Pope	ES 1	All	180	180	100%	100%	98%	160	89%	90%	86%	99	55%	56%	46%
Math	5	Pope	ES 1	Hispanic	36	36	100%	100%	97%	30	83%	84%	82%	17	47%	48%	36%
Math	5	Pope	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Pope	ES 1	Asian	33	33	100%	100%	100%	32	97%	98%	100%	25	76%	77%	60%
Math	5	Pope	ES 1	African Am.	12	12	100%	100%	90%	8	67%	68%	90%	*	*	*	*
Math	5	Pope	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Pope	ES 1	White	90	90	100%	100%	98%	83	92%	93%	85%	51	57%	58%	51%
Math	5	Pope	ES 1	Two or More	9	9	100%	100%	100%	7	78%	79%	87%	5	56%	57%	47%
Math	5	Pope	ES 1	Eco. Dis.	20	20	100%	100%	96%	16	80%	81%	78%	5	25%	26%	30%
Math	5	Pope	ES 1	Emergent Bilingual	8	8	100%	100%	100%	7	88%	89%	73%	*	*	*	*
Math	5	Pope	ES 1	At-Risk	39	39	100%	100%	87%	30	77%	78%	65%	19	49%	50%	16%

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: 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
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Reading	5	Pope	ES 1	At-Risk	39	35	90%	91%	84%	26	67%	68%	45%	19	49%	50%	19%
Reading	5	Pope	ES 1	SPED	20	17	85%	86%	83%	13	65%	66%	40%	7	35%	36%	27%
Science	5	Pope	ES 1	All	178	171	96%	97%	91%	143	80%	81%	65%	92	52%	53%	36%
Science	5	Pope	ES 1	Hispanic	35	32	91%	98%	93%	27	77%	78%	60%	15	43%	44%	25%
Science	5	Pope	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Pope	ES 1	Asian	35	35	100%	100%	100%	32	91%	92%	81%	23	66%	67%	67%
Science	5	Pope	ES 1	African Am.	11	11	100%	100%	70%	6	55%	56%	*	*	*	*	*
Science	5	Pope	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Pope	ES 1	White	88	85	97%	98%	88%	72	82%	83%	68%	49	56%	57%	39%
Science	5	Pope	ES 1	Two or More	9	8	89%	90%	100%	6	67%	68%	53%	*	*	*	*
Science	5	Pope	ES 1	Eco. Dis.	20	19	95%	96%	91%	12	60%	61%	52%	6	30%	31%	30%
Science	5	Pope	ES 1	Emergent Bilingual	8	7	88%	89%	91%	5	63%	64%	*	*	*	*	*
Science	5	Pope	ES 1	At-Risk	39	37	95%	96%	74%	27	69%	70%	26%	16	41%	42%	16%
Science	5	Pope	ES 1	SPED	20	18	90%	91%	67%	14	70%	71%	33%	*	*	*	*

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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use 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.