Cypress-Fairbanks Independent School District

Woodard Elementary School

2023-2024

Mission Statement

In partnership with families and the community, Woodard staff members establish high academic standards and behavioral expectations for all students. Woodard is committed to treating all students as individuals by building their self-esteem, enhancing their creativity, and encouraging them to make healthy lifestyle choices. We provide a safe, nurturing, motivating, and disciplined environment where students become lifelong learners impacting their families, communities, country, and world in a productive and positive way.

Vision

ALL ONE FAMILY - ALL IN FOR STUDENTS

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SCHOOL PROFILE

Woodard Elementary is a campus in Houston, Texas. Woodard opened its doors in 2015. Woodard is projected to serve 1,100 students in grades PK-5 during the 2023-2024 school year, which is an increase from the previous year of 1,090.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

In summary, the comprehensive needs assessment denotes the following: Once completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our students that focus on building relationships, learning opportunities that require daily academic conversations and small group instruction, utilizing explicit word and phonics instruction for both reading/writing development, daily writing across the curriculum, purposeful planning for vocabulary instruction in all areas, and utilizing a variety of technology platforms to analyze data and provide specific targeted instruction for our students. Through partnership with our staff, families and community, our goal is to close the gaps for our students as we meet the individual needs of our Woodard students.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on MAY 16, 2023, and again on SEPTEMBER 12 to develop and finalize the CNA. The meetings were held in Woodard Elementary Library at 7:30 AM.

At the first meeting on MAY 16, 2023, principal Susan Brenz used the following process to conduct the comprehensive needs assessment: Woodard Elementary Full Staff CPOC/Vertical Team met on May 16, 2023, to review preliminary data and set the preliminary Title I budget for 2023-2024.

At the second meeting on August 23rd, 2023 during our campus PD week, we reviewed the previous year's CIP and assessment data to do a root cause analysis and identified our goals and strategies. We analyzed many forms of data and feedback. After reviewing our progress and challenges, we met again as a team on September 12th, 2023 to determine the most

effective strategies we needed to implement in order to meet the needs of Woodard students.

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, our Reading performance by sup pops (African American, EB, White, Asian, Hispanic, and SpEd) students needs improvement in comparison to other subgroups. Through the root cause analysis process, we identified to purposefully plan systematic and explicit instruction, academic conversation, and practice purposeful small groups with our (African American, EB, White, Asian, Hispanic, and SpEd) students specifically in mind to grow our students' at the Meets and Masters levels.

Our second identified priority problem is in the area of student achievement, specifically, Our Math performance by sub pops (Asian, White, African American, EB, and SpEd) students needs improvement to other comparison subgroups. Through the root cause analysis process, we identified the need to prepare, plan, and think critically to be proactive in teaching small group instruction, interactive vocabulary skills, utilizing mathematical conversations, and critically based thinking strategies. These strategies will help our students in real-world problem-solving skills to increase our approaches, meets, and masters passing standards.

Our third identified priority problem is in the area of Science: Our Science performance by sub pops (African American, White, Asian, EB, and SpEd) students needs improvement in comparison to other subgroups. Through the root cause analysis process, we identified the need to purposefully plan small groups tailored towards specific TEKS, interactive vocabulary activities, and real-world/relevant experiences in science, as well as incorporate writing into science to increase our Approaches, Meets, and Masters passing standards.

Student Achievement

Student Achievement Strengths

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

Reading: In the school year of 2022-2023, our students were required to take the Reading STAAR Test online. In grades 3-5, 88.6% of our students passed reading, 63% were at meets grade-level passing standards, and 32% of our students mastered grade-level standards.

In 3rd grade Reading, our SPED student population had a 33% gain in the approaches grade level passing standards from the 2022 to 2023 school year. Our LEP students had a 23% gain in approaching grade-level passing standards from the 2022 to 2023 school year.

In 4th grade, our Asian students had a 13% gain in approaching grade-level standards and African American students had an 11% gain in the approaches category.

In 5th grade, our SPED students had a 31% gain in the approaching grade level and our African American students had a 9% gain in the approaches category.

Our readers in K-5 grew in reading levels in the 2022-2023 school year.

Math:

In 3rd grade Math, LEP students had a 21% gain in Masters from 2022 to 2023.

In 4th grade Math, our African American students had a 21% gain in approaches and Hispanic students had an 11% gain in the Meets category.

In 5th grade Math, our SPED students had a 33% gain in approaches and our African American students had a 24% gain in approaches.

Science:

Our 5th-grade students in science had 81% passing, 23% of students meeting grade-level standards, and 21% mastering grade-level standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our Reading performance by sup pops (African American, EB, White, Asian, Hispanic, and SpEd) students needs improvement in comparison to other subgroups.   **Root Cause:** RLA: We need to purposefully plan systematic and explicit instruction, academic conversation, and practice purposeful small groups with our (African American, EB, White, Asian, Hispanic, and SpEd) students specifically in mind to grow our students' at the meets and masters level.

Problem Statement 2: Math: Our Math performance by sub pops (Asian, White, African American, EB, and SpEd) students needs improvement compared to other comparison

subgroups.   **Root Cause:** Math: We need to prepare, plan, and think critically to be proactive in teaching small group instruction, interactive vocabulary skills, utilizing mathematical conversations, and critically based thinking strategies. These strategies will help our students in real-world problem-solving skills to increase our approaches, meets, and masters passing standards.

Problem Statement 3: Science: Our Science performance by sub pops (African American, White, Asian, EB, and SpEd) students needs improvement in comparison to other subgroups.   **Root Cause:** Science: We need to purposefully plan small groups tailored towards specific TEKS, interactive vocabulary activities, and real-world/relevant experiences in science, as well as incorporate writing into science to increase our approaches, meets, and masters passing standards.

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 Summary

Woodard is an "ALL IN" Campus that shares these beliefs as follows:

1. Decisions should be based on our mission and goals, accurate and reliable data, anchored in sound theory and practice & focused on short-term as well as long-term benefit of all students.

2. Decisions should be made at the appropriate level (as close to the level of implementation as possible), and decided upon based on the competency and commitment levels of those involved to determine where decisions are made.

3. Our behavior should promote and encourage empowerment throughout the school and indicate the level of decision-making we are capable of doing.

4. We have an obligation to establish and maintain cohesive, interdependent teams that maintain a high commitment to the school's mission and goals.

5. Our behavior should promote professional autonomy and growth from independence to interdependence for individuals and team throughout the school.

6. We have an obligation to build in quality control and quality assurance strategies throughout the school as well as building in feedback opportunities to assist leaders in aligning the

mission, strategies, structures, and systems to ensure quality control exists throughout the school.

As a result of adopting this philosophy, our campus is a collegial (genuine care, concern and respect for one another) and collaborative (proactive in student data analysis and using a

team approach to solve problems) environment that supports one another on a personal as well as professional level to the overall benefit of the children that attend school here. We

believe all staff members have the ability and obligation to lead from wherever they are in this organization to ensure the students get the best everyone has to offer.

School Culture and Climate Strengths

The following strengths were identified in regard to School Culture and Climate:

1. 100% believe opportunities exist for staff to think for themselves.

2. 99% believe opportunities for professional growth exist for all staff members.

3. 97% believe work they are asked to do relates directly to their job responsibility.

4. 97% believe information is available for staff to do an effective job.

5. 95% believe they have opportunities to provide input for decisions.

6. 100% believe procedures have been implemented to keep them safe at work.

7. 100% believe that quality work is expected of them.

8. 100% believe that collaboration is both encouraged and practiced.

9. 96% believe there are opportunities to discuss their concerns with administrators.

10. 95% believe various forms of feedback are provided to help them improve their performance.

11. 100% believe that information related to their job is accessible.

12. 97% believe that staff recognition is built into the school culture.

13. 100% believe they are clear about their job responsibilities.

14. 99% believe that quality work is expected of all students.

15. 99% believe that all decisions are data-driven.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: At Woodard, we can continue to improve on having the staff seek opportunities to provide input for decisions.   **Root Cause:** School Culture and Climate: Clarification of providing input for decisions.

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.

1. This is a Positive Behavioral Interventions & Supports (PBIS) campus where expectations for student and staff interactions, support and collaboration are clearly defined, modeled and reinforced. As a result of the implementation of PBIS, we have a shared and common language regarding those expectations across the campus that are posted and referred to often, allowing us to continue with the PBIS Level II System for the eighth year in a row.

2. This campus is a desirable location to work because of the reputation of being "ALL IN" with teamwork and collaboration at all levels. Our staff believes there is a simple process to seek assistance, regardless of the area or type of support needed. The vast majority of staff had less than ten absences with the most common reason for absences being the birth of babies, death in immediate family, jury duty, and personal/family illness.

3. This campus is a desirable location for students because the overall "ALL IN" environment means that the staff has a "no excuses" approach to reaching children on a social, emotional, behavioral, and academic approach that translates to their individual success. Our student data shows 96.7% (2017-2018 during Hurricane Harvey), 96.9% (2018-2019), 97.7% (2019-2020), 97.1% (2020-2021 during the global pandemic), 95.19% (2021-2022 one of the highest in CFISD during the second year of the global pandemic), 95.2% (2022-2023) attendance respectively. It is stable overall as we continue to engage our students with numerous co-curricular and extra-curricular clubs and organizations to create well-rounded students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: At Woodard, we can continue to improve on individual staff recognition.   **Root Cause:** Teacher/Paraprofessional Attendance: At Woodard, some staff members need to be given feedback and/or recognized in various ways.

Parent and Community Engagement

Parent and Community Engagement Summary

Woodard is a campus that has superior parent involvement. We provide a wide array of experiences for children and parents to attend to further develop the home and school partnership as an integral part of our campus mission.

Parent and Community Engagement Strengths

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

Instagram, Campus FB page, Grade Level Weekly Newsletters, and the PTO FB page. We consistently demonstrate what we mean by being an "ALL IN" culture for students.

2. Parent involvement is at the exemplary level at events and activities such as Wolfpack Dance Team 3rd-5th, Woodard Pup Squad for PK, Woodard Pom Squad Dance Team K-2nd, Woodard Honor Choir/Drumline 4th-5th, Destination Imagination 3rd-5th, Volleyball Team 4th-5th, Wolves on the Run Superintendent Fun Run 1st-5th, Girls Eliminating Modern Stereotype (G.E.M.S.) 4th-5th, Art Team 5th, Science Team 3rd-5th, Technology Team 3rd-5th, Yearbook Team 4th-5th, Young Men of Distinction 3rd-4th-5th, 5th Grade Student Leadership/Community Service, Name that Book, Spelling Bee, Parent Readers, Library and PE/Art/Music Volunteers, Watch D.O.G. Dads, Field Day, Grade Level Musicals, Family Night at the Book Fair, Fall/Spring Curriculum Nights, Family Reading Night, Math Family Game Night, McTeacher Night, Back-to-School Bash at Woodard, Willie's Spirit Nights, Texas Roadhouse Night, Fajita Pete's Night, and the support of our Woodard PTO.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: At Woodard, we have a constant influx of families who need to be acclimated to the "ALL IN" climate and culture.
Root Cause: Parent and Community Engagement: Woodard needs to continue to meet the needs of new students living in houses in our zone and students moving in from multiple other campuses within and outside of our district/state/country.

School Context and Organization

School Context and Organization Strengths

Woodard is a campus that fully utilizes every staff member as a vital member of the CPOC Committee. During our CPOC meetings, we analyze data in vertical content teams PK-5, and we invite our community reps/business partners/parents/district reps to the table with us. By continuing the use of Zoom meetings, we were able to have people join meetings in a flexible format that supports their participation while being convenient for them as well.

We utilize this PLC/CPOC/Vertical Team format to drive professional development learning and growth and create a culture of collaboration across teams that allows for teacher leaders to flourish when leading their peers. As a result of this approach, our whole staff understands the mission and goals of the organization and can articulate and support what we are doing to reach our students. This "ALL IN" approach fosters teamwork across the grade level and campus throughout the year to support all students in an environment of professional collaboration where we can harness the talents of everyone to support the children.

Technology

Technology Strengths

All of our students have access to 1:1 devices provided by CFISD. This was implemented during the 2020-2021 school year and continues to be rolled out this year. As a result, we are able to use blended learning lessons and our students can access a variety of online programs that are utilized at school and at home. This helps build a common, shared language that strengthens the home-school partnership.

Goals

Goal 1: 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

Next Year's Recommendation: We must continue to focus on our meets and masters level performance.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: We commit to supporting striving readers (African American, EB, White, Asian, Hispanic, and SpEd) in direct, systematic, and explicit instruction. Utilizing daily academic conversations and small group instruction in reading to increase student growth specifically in the approaches, meets and masters passing standards.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meets or exceeds 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 academic conversation and small group discussion. Walkthroughs: P/APs will look for evidence of planned, dailing small group and academic conversation with students. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals	50%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: We commit to planning for purposeful: small group instruction, interactive vocabulary, and real-world problem-solving utilizing critically based thinking strategies for our (African American, White, Asian, EB, SpEd, Females & At-Risk) students. Utilizing these strategies we will target to increase student growth in our approaches, meets, and masters passing standards.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meets or exceeds the targets on the attached CIP target tables. Student Data: The percentage of students reaching "approaches grade level standards" will increase. We will focus on our Asian group of students to meet the target. Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions, incorporating sentence stems to enhance discourse and hands-on instruction. Walkthroughs: P/APs will look for evidence of planned, daily small group and academic conversations with students. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals	50%	80%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We commit to planning for purposeful: small groups tailored towards specific TEKS, interactive vocabulary activities, and real-world/relevant experiences in science, as well as incorporate writing into science to support our (African American, White, Asian, EB, female and SpEd) students to increase our approaches, meets, and masters passing standards.	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"approaches grade level standard" will increase. Planning: Each week, a portion of content planning will be used for vocabulary instruction discussion and hands-on labs. Walkthroughs: P/APs will look fo evidence of purposeful vocabulary instructional techniques and hands-on labs in the classroom. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals	75%	90%	100%

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 **Staff Responsible for Monitoring:** Principal	50%	75%	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 pre-planned lessons at least 25 minutes (K-1) & 30 minutes (2nd-5th) of targeted instruction each day that includes: reading small groups, phonemic awareness, content vocabulary activities, fact fluency, number sense activities focusing on targeted TEKS and campus data utilizing available staff and technology applications (Achieve 3000, Boost, Amira, ST Math, DreamBox Math, etc). **Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact Meet or exceed the targets on the attached CIP target tables. Student Data: The percentage of students reaching "approaches grade level standard" will increase. Planning: Each week, a portion of content planning will be used for determining activities to be used during Closing The Gap (CTG). Walkthroughs: P/APs will look for evidence of purposeful data-driven use of CTG time. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff and paraprofessionals	header: **Formative**		
	Nov	**Feb**	**May**
	100%	100%	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: Pup Squad Dance for PK, Pom Squad K-2nd grade, Woodard Dance Team for 3rd-5th grade, Art Team for 5th grade, Yearbook Team for 5th grade, Honor Choir & Drumline for 4th-5th grade, Wolves on the Run Team 1st-5th grade, Volleyball Team for 4th-5th, Science Team for 3rd, 4th & 5th grade, Young Men of Distinction for 3rd-5th grade, Girls Eliminating Modern Stereotypes (G.E.M.S.) for 4th & 5th grade, DaVinci Day, Cy-Woods Vertical Showcase for Gifted & Talented students in 1st-5th grade, District Choral Festival for 5th grade, Name that Book Contest for 3rd-5th grade, Spelling Bee for 3rd-5th grade and STEM Friday in grades 1-5 so all students can participate. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal/AP/IS	**Formative**		
	Nov	**Feb**	**May**
	75%	100%	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.	**Formative**		
	Nov	**Feb**	**May**

At-risk (African American, SPED, EB) 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:
 	
Close the achievement gap for African American, EB and SpEd student groups to meet or exceed
the campus improvement targets:
 	
1. Salaries:
 *The ELAR interventionist will assist in ensuring the academic needs of our students are met.
 *The class size reduction will allow for smaller class sizes in 5th grade.
 *The two para educators will assist students in K-5th through small group interventions to assist in meeting or exceeding targets attached 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 and identify additional targeted lessons.
 	
4. 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.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, APs, Instructional Specialist, Instructional Teaching Staff, Paraprofessionals, Testing Coordinator
	75%	90%	100%

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

Goal 1: 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
>
> **Next Year's Recommendation:** We spent the funds as designated to improve ELAR performance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Summer Enrichment: Welcome Back Camp - We will hold an extended day Welcome Back Camp for students to get reacclimated to school, learn to work collaboratively with peers/classmates, problem-solving social situations & manage everyday demands of school.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students attending the 2023-2024 Welcome Back Camp will have 98%+ attendance at the end of the 1st nine weeks grading period. In addition, students attending the 2023-2024 Welcome Back Camp will have no more than 1 discipline notice and 0 office referrals the 1st nine weeks. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in Reading will be hired to work with students to improve their academic performance.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, students in the target group will make 1 year of growth (3rd-5th) in reading and 90%+ will reach the approaches level on passing equivalent on STAAR. **Staff Responsible for Monitoring:** Principal	75%	90%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Campus-Wide Book Study on Well-managed Schools Text Book: Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, office referrals will decrease by 5%. **Staff Responsible for Monitoring:** Principal	50%	100%	100%

Strategy 4 Details	Formative Reviews		

Strategy 4: Professional Development: Dr. Jenny Severson- 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.
 	
    Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, office referrals will decrease by 5%.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: Mental Health Supports: To respond to the pandemic and to address student learning loss as a result of COVID-19.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	50%	100%	100%

Strategy 6 Details	Formative Reviews		

Strategy 6: Closing the Gaps: We will provide extended instructional time to close the gaps created by COVID-19 using after school or Saturday tutoring.
 	
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables.
    Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals
	Formative		

	Nov	Feb	May
	N/A	75%	100%

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

Goal 1: 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: Met Objective

Next Year's Recommendation: We must continue to focus on our meets and masters level performance and identifying our at-risk students.

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

Goal 2: 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

    Next Year's Recommendation: We implemented all the safety and security policies.

Strategy 1 Details	Formative Reviews		
Strategy 1: The Safety Task Force Rep at each grade level will continue to monitor/revise the EOP by meeting regularly with the APs, ensure drills are executed with fidelity, and tabletop scenarios are practiced on a regular basis with a campus shared language of the Standard Safety Protocols. Health & Safety Procedures have been added across the campus.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Improved Standard Safety Protocol of Shared Language in Response to an Emergency or Crisis **Staff Responsible for Monitoring:** None	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, 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:** None	50%	85%	100%

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

Goal 2: 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

    Next Year's Recommendation: We offer numerous extracurricular activities and celebrations to engage our students, 95.19% was one of the highest in CFISD.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
	Nov	**Feb**	**May**
Student Attendance: Students will be acknowledged for perfect attendance and exemplary attendance each 9-weeks through certificates and WOW Rallies.	85%	100%	100%
A campus drawing will be done during the 2nd WOW Rally for 1st semester perfect attendance. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, APs, Campus Registrar			

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	45%	90%	100%

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

Goal 2: 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

    Next Year's Recommendation: We will continue the restorative practices with support from the .5 BI to help coach teachers and work with students.

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. Violence Prevention will remain at 0% of violent incidents as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BCs/APs.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Coach and AP Secretary
	Formative		

	Nov	**Feb**	**May**
	100%	100%	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 members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BCs/APs.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Coach
	Formative		

	Nov	**Feb**	**May**
	100%	100%	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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: The 4th year after the pandemic continued to pose challenges on teacher attendance rates, so we need to continue to implement a safe and healthy work environment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will provide incentives each 9-weeks based on attendance to include things such as certificates, public acknowledgements and pre-packaged snacks for those that meet the target attendance each 9-weeks	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	75%	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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2023-24 school year, 100% of teachers will receive job targeted professional development based on identified needs of our student's academic, behavioral and social-emotional needs.

Evaluation Data Sources: Classroom implementation of professional learning Walk-throughs Lesson Plans

Summative Evaluation: Met Objective

Next Year's Recommendation: Our EPS indicated our staff was engaged in PD that was relevant to their job role.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Our whole campus CTE was on TEA's Science of Teaching Reading & Shifting the Balance Book Study	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The result of this learning is to have a mental framework as to where our students are coming from and appropriately manage their literacy development as part of the foundation of reading and writing. **Staff Responsible for Monitoring:** Principal, APs, & ELAR Vertical Team	75%	100%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: High-Quality Professional Development: Our whole campus will complete the Teaching Kids to Thrive book study using the free online resources via ASCD to address the behavioral and social-emotional needs of our students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The result of this learning is to have a mental framework as to where our students are coming from emotionally as part of the social skills foundation needed to address academic growth. **Staff Responsible for Monitoring:** Principal, APs, & Teaching Staff	100%	100%	100%

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 2023-24 school year, parent and family engagement will be maintained.

Evaluation Data Sources: Parent participation at campus/off-campus events, parent communication with the campus staff, and parent support/participation for meetings in person and on Zoom.

Summative Evaluation: Met Objective

Next Year's Recommendation: Lifting COVID restrictions for visitors enabled us to return back to pre-COVID attendance by parents.

Strategy 1 Details	Formative Reviews		

Strategy 1: The staff will host a Fall & Spring Curriculum Night for parents with students in grades PK-5. This will be offered face-to-face and sent out afterwards via recorded Zoom sessions to support working parents.
    Strategy's Expected Result/Impact: Parents will be active participants in their child's education if they understand the curriculum, instruction and assessment needs at each grade level.
    Staff Responsible for Monitoring: Principal/APs/ISs/Grade Level Teachers
	Formative		

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

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

2023-2024 CPOC

Committee Role	Name	Position
Paraprofessional #2	Esther Rodriguez	Paraprofessional #2
Paraprofessional #1	Laurie Nichols	Paraprofessional #1
Business Representative #2	Master Anh	Business Representative #2
Business Representative #1	Alex Soler	Business Representative #1
Community Member #2	Jennifer Al-Sulais	Community Member #2
Community Member #1	Alane Avila	Community Member #1
Parent #2	Alicia Castenada	Parent #2
Parent #1	Emma Karko	Parent #1
Administrator (LEA) #2	LaShawnda Harris	Administrator (LEA) #2
Administrator (LEA) #1	Kathryn Grahmann	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #4	Shelby Holloway	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Quynh Ngo	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #2	Jessica McAllister	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Allie Hollowell	Other School Leader (Nonteaching Professional) #1
Teacher #8	Torie Lowry	Teacher #8
Teacher #7	Britttany Irvine	Teacher #7
Teacher #6	Abigail Blaszak	Teacher #6
Teacher #5	Hailey O'Neal	Teacher #5
Teacher #4	Jayne Garcia	Teacher #4
Teacher #3	Tracy Northington	Teacher #3
Teacher #2	Ashley Lemke	Teacher #2
Teacher #1	Jenny Lisk	Teacher #1
Principal	Susan Brenz	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		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	3	Woodard	ES 3	All	163	138	85%	86%	82%	95	58%	59%	58%	43	26%	27%	23%
Math	3	Woodard	ES 3	Hispanic	56	44	79%	80%	77%	33	59%	60%	47%	11	20%	21%	15%
Math	3	Woodard	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Woodard	ES 3	Asian	29	29	100%	100%	90%	24	83%	84%	74%	14	48%	49%	33%
Math	3	Woodard	ES 3	African Am.	34	28	82%	83%	73%	12	35%	36%	45%	*	*	*	*
Math	3	Woodard	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Woodard	ES 3	White	40	35	88%	89%	90%	25	63%	64%	67%	14	35%	36%	30%
Math	3	Woodard	ES 3	Two or More	3	*	*	*	78%	*	*	*	*	*	*	*	*
Math	3	Woodard	ES 3	Eco. Dis.	84	68	81%	82%	75%	43	51%	52%	49%	19	23%	24%	19%
Math	3	Woodard	ES 3	Emergent Bilingual	17	13	76%	77%	67%	9	53%	54%	33%	6	35%	36%	*
Math	3	Woodard	ES 3	At-Risk	68	51	75%	76%	69%	34	50%	51%	43%	17	25%	26%	18%
Math	3	Woodard	ES 3	SPED	15	7	47%	48%	55%	*	*	*	*	*	*	*	*
Math	4	Woodard	ES 3	All	174	145	83%	84%	72%	96	55%	56%	45%	39	22%	23%	26%
Math	4	Woodard	ES 3	Hispanic	74	59	80%	81%	69%	36	49%	50%	40%	14	19%	20%	21%
Math	4	Woodard	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Woodard	ES 3	Asian	30	28	93%	94%	93%	24	80%	81%	90%	10	33%	34%	57%
Math	4	Woodard	ES 3	African Am.	21	18	86%	87%	66%	10	48%	49%	20%	5	24%	25%	*
Math	4	Woodard	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Woodard	ES 3	White	43	34	79%	80%	70%	20	47%	48%	43%	7	16%	17%	27%
Math	4	Woodard	ES 3	Two or More	6	6	100%	100%	*	6	100%	101%	*	*	*	*	*
Math	4	Woodard	ES 3	Eco. Dis.	97	73	75%	76%	68%	44	45%	46%	39%	16	16%	17%	21%
Math	4	Woodard	ES 3	Emergent Bilingual	16	12	75%	76%	61%	8	50%	51%	43%	*	*	*	26%
Math	4	Woodard	ES 3	At-Risk	78	55	71%	72%	55%	34	44%	45%	35%	12	15%	16%	20%
Math	4	Woodard	ES 3	SPED	18	10	56%	57%	35%	5	28%	29%	*	*	*	*	*
Math	5	Woodard	ES 3	All	188	165	88%	89%	85%	108	57%	58%	61%	42	22%	23%	25%
Math	5	Woodard	ES 3	Hispanic	69	58	84%	85%	84%	32	46%	47%	56%	7	10%	11%	18%
Math	5	Woodard	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Woodard	ES 3	Asian	36	34	94%	95%	91%	28	78%	79%	88%	15	42%	43%	47%
Math	5	Woodard	ES 3	African Am.	39	32	82%	83%	76%	18	46%	47%	44%	7	18%	19%	*
Math	5	Woodard	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Woodard	ES 3	White	36	34	94%	95%	87%	26	72%	73%	58%	11	31%	32%	24%
Math	5	Woodard	ES 3	Two or More	7	6	86%	87%	83%	*	*	*	*	*	*	*	*
Math	5	Woodard	ES 3	Eco. Dis.	108	92	85%	86%	73%	52	48%	49%	46%	16	15%	16%	18%
Math	5	Woodard	ES 3	Emergent Bilingual	24	22	92%	93%	55%	13	54%	55%	35%	*	*	*	*
Math	5	Woodard	ES 3	At-Risk	93	75	81%	82%	74%	37	40%	41%	44%	12	13%	14%	18%

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	Woodard	ES 3	SPED	22	17	77%	78%	52%	8	36%	37%	22%	*	*	*	*
Reading	3	Woodard	ES 3	All	163	147	90%	91%	89%	112	69%	70%	71%	58	36%	37%	43%
Reading	3	Woodard	ES 3	Hispanic	56	52	93%	94%	85%	38	68%	69%	64%	18	32%	33%	38%
Reading	3	Woodard	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Woodard	ES 3	Asian	29	28	97%	98%	95%	27	93%	94%	83%	17	59%	60%	50%
Reading	3	Woodard	ES 3	African Am.	34	27	79%	80%	86%	17	50%	51%	64%	5	15%	16%	32%
Reading	3	Woodard	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Woodard	ES 3	White	40	37	93%	94%	93%	28	70%	71%	77%	16	40%	41%	50%
Reading	3	Woodard	ES 3	Two or More	3	*	*	*	89%	*	*	*	56%	*	*	*	*
Reading	3	Woodard	ES 3	Eco. Dis.	84	74	88%	89%	85%	52	62%	63%	63%	23	27%	28%	36%
Reading	3	Woodard	ES 3	Emergent Bilingual	17	16	94%	95%	67%	10	59%	60%	44%	*	*	*	*
Reading	3	Woodard	ES 3	At-Risk	68	58	85%	86%	73%	39	57%	58%	49%	15	22%	23%	22%
Reading	3	Woodard	ES 3	SPED	15	12	80%	81%	55%	*	*	*	25%	*	*	*	*
Reading	4	Woodard	ES 3	All	174	149	86%	87%	92%	93	53%	54%	68%	49	28%	29%	36%
Reading	4	Woodard	ES 3	Hispanic	74	62	84%	85%	95%	32	43%	44%	67%	18	24%	25%	32%
Reading	4	Woodard	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Woodard	ES 3	Asian	30	29	97%	98%	100%	21	70%	71%	93%	8	27%	28%	60%
Reading	4	Woodard	ES 3	African Am.	21	17	81%	82%	86%	12	57%	58%	60%	9	43%	44%	14%
Reading	4	Woodard	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Woodard	ES 3	White	43	35	81%	82%	89%	23	53%	54%	61%	11	26%	27%	43%
Reading	4	Woodard	ES 3	Two or More	6	6	100%	100%	*	5	83%	84%	*	*	*	*	*
Reading	4	Woodard	ES 3	Eco. Dis.	97	77	79%	80%	91%	42	43%	44%	63%	23	24%	25%	29%
Reading	4	Woodard	ES 3	Emergent Bilingual	16	13	81%	82%	87%	5	31%	32%	52%	*	*	*	22%
Reading	4	Woodard	ES 3	At-Risk	78	62	79%	80%	87%	30	38%	39%	50%	13	17%	18%	27%
Reading	4	Woodard	ES 3	SPED	18	9	50%	51%	76%	*	*	*	29%	*	*	*	*
Reading	5	Woodard	ES 3	All	189	171	90%	91%	87%	127	67%	68%	66%	65	34%	35%	42%
Reading	5	Woodard	ES 3	Hispanic	70	64	91%	92%	81%	42	60%	61%	62%	18	26%	27%	32%
Reading	5	Woodard	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Woodard	ES 3	Asian	36	34	94%	95%	91%	26	72%	73%	78%	16	44%	45%	66%
Reading	5	Woodard	ES 3	African Am.	39	32	82%	83%	96%	25	64%	65%	68%	7	18%	19%	36%
Reading	5	Woodard	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Woodard	ES 3	White	36	34	94%	95%	89%	27	75%	76%	64%	19	53%	54%	42%
Reading	5	Woodard	ES 3	Two or More	7	6	86%	87%	83%	6	86%	87%	*	*	*	*	*
Reading	5	Woodard	ES 3	Eco. Dis.	109	95	87%	88%	76%	66	61%	62%	51%	32	29%	30%	29%
Reading	5	Woodard	ES 3	Emergent Bilingual	24	20	83%	84%	45%	13	54%	55%	*	5	21%	22%	*

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	Woodard	ES 3	At-Risk	94	77	82%	83%	75%	47	50%	51%	47%	18	19%	20%	28%
Reading	5	Woodard	ES 3	SPED	22	14	64%	65%	57%	*	*	*	26%	*	*	*	*
Science	5	Woodard	ES 3	All	187	152	81%	82%	76%	87	47%	48%	43%	43	23%	24%	21%
Science	5	Woodard	ES 3	Hispanic	69	55	80%	81%	68%	23	33%	34%	32%	11	16%	17%	16%
Science	5	Woodard	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Woodard	ES 3	Asian	36	31	86%	87%	84%	21	58%	59%	63%	14	39%	40%	38%
Science	5	Woodard	ES 3	African Am.	38	26	68%	69%	76%	14	37%	38%	40%	5	13%	14%	*
Science	5	Woodard	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Woodard	ES 3	White	36	34	94%	95%	82%	25	69%	70%	44%	12	33%	34%	20%
Science	5	Woodard	ES 3	Two or More	7	5	71%	72%	83%	*	*	*	*	*	*	*	*
Science	5	Woodard	ES 3	Eco. Dis.	107	81	76%	77%	63%	41	38%	39%	31%	19	18%	19%	17%
Science	5	Woodard	ES 3	Emergent Bilingual	24	18	75%	76%	40%	7	29%	30%	*	*	*	*	*
Science	5	Woodard	ES 3	At-Risk	92	62	67%	68%	61%	24	26%	27%	23%	10	11%	12%	11%
Science	5	Woodard	ES 3	SPED	22	11	50%	51%	52%	9	41%	42%	*	*	*	*	*

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.