Cypress-Fairbanks Independent School District

Hemmenway Elementary School

2024-2025

Mission Statement

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

Vision

Equipping our students with the tools to shape the future

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: RLA teachers will improve content knowledge by engaging in effective team and vertical planning that focuses on the individual needs of students in target populations (EB, Special Education, and Hispanic) and fosters consistency (success criteria for student writing, thinking paper, visuals, sentence stems, and various strategies, etc.) which will yield higher learning outcomes. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Math: We will analyze data from assessements and progress monitoring notebooks as well as self-reflect to tailor instruction to meet the needs of our Economically Disadvantaged students by implementing purposeful small groups, and engaging lessons that are student-centered with hands-on activities; attending content and data trainings, and collaborating horizontally and vertically. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator	45%	70%	

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Science: We will analyze data and to tailor instruction to meet the needs of our Economically Disadvantaged students by implementing engaging hands-on lessons that follow the five E investigative model, and include visual non-glossaries and interactive word walls. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator	45%	70%	

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal, Assistant Principals, PE teacher and para	45%	75%	

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Action Based Learning Lab that will focus on Social/ Emotional Learning and before/after school enrichment activities. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Behavior Coaches, ABL teachers, teachers	50%	75%	

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 6: 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, including participation in a Jumpstart Camp to take place in July 2025. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers	75%	85%	

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 7: 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. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	45%	65%	

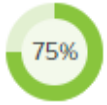
0% No Progress 100% Accomplished Continue/Modify Discontinue

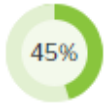
District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. **Strategy's Expected Result/Impact:** The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
			

 No Progress  Accomplished  Continue/Modify  Discontinue

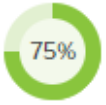
District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. **Strategy's Expected Result/Impact:** 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. **Strategy's Expected Result/Impact:** 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal		30%	

 No Progress  Accomplished  Continue/Modify  Discontinue

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. **Strategy's Expected Result/Impact:** 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
		70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). **Strategy's Expected Result/Impact:** 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
		60%	

Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. **Strategy's Expected Result/Impact:** 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
		60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Math teachers will model and expect students to use a problem-solving process. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: The campus will participate in all campus crisis drills, comply with district policies for safety actions, and implement Project Safety lessons, as well as staff will meet monthly for Safety Committee meetings. **Strategy's Expected Result/Impact:** Implementing both district and campus expectations for safety will create a secure environment and bring awareness of our safety practices to students, staff and our community. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Admin. Team Members			

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

 No Progress  Accomplished  Continue/Modify  Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	45%	50%	

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	40%	50%	

No Progress

Accomplished


Continue/Modify

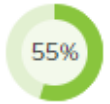

Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will continue to review matrix expectations (ROARS - Responsible, Ownership, Accepting, Respectful, Safe) daily in morning meetings, Project Safety lessons, counselor guidance lessons and in our Action Based Learning Lab. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Behavioral Interventionists, Counselors			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will have consistent training in restorative discipline practices through monthly staff meetings, behavioral meetings, and a campus-wide behavioral incentive program, including the comprehensive Game On system and training for staff to enhance PBIS. We review our PBIS matrix attributes interactively with students daily during morning announcements and during class Morning Meetings. R-being respectful O-taking ownership A-being accepting R-being responsible S-being safe **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavioral Interventionists, PBIS Committee			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee			

 No Progress  Accomplished  Continue/Modify  Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and Paraprofessionals will be recognized each nine weeks at staff meetings which will include attendance certificates and incentives. Attendance will also be part of our Game On Program. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Campus Secretary, Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High-Quality Professional Development: Campus Staff will have the opportunity to attend various trainings that meet their specific learning needs. These trainings include, but are not limited to, Capturing Kids' Hearts, Lead 4Ward, Fundamental 5, district professional development opportunities, as well as additional professional development aligned with our most at-risk populations, such as, TELPAS trainings, HMH, Guided Math, Growth Mindset training, campus subscriptions, Action Based Learning, Schoology, and SIBME. **Strategy's Expected Result/Impact:** Student achievement will increase by 10% by implementation of strategies gleaned from teacher professional development opportunities. Also, staff will be expected to present the other staff members about their learning when they return. **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Teachers			

 No Progress  Accomplished  Continue/Modify  Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 15%.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: The campus will form a parental involvement committee to discuss ideas on how best to engage parents. Events will include school to home success presentations, Literacy and Math Night and a variety of parent involvement events and incentives to encourage parent attendance. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 15%. **Staff Responsible for Monitoring:** Principal, Parent Involvement Committee, Counselors, Assistant Principals	50%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

CPOC

Committee Role	Name	Position
Principal	Christal Hammond	Principal (there is only one principal)
Teacher #1	Courtney Perry	Teacher #1
Teacher #2	Lisa Galloway	Teacher #2
Teacher #3	Elsa Garza	Teacher #3
Teacher #4	Clarissa Popelsky	Teacher #4
Teacher #5	Gregory Stephens	Teacher #5
Teacher #6	Dreamara Parks	Teacher #6
Teacher #7	Whitney Scott	Teacher #7
Teacher #8	KimberLeigh Nagel	Teacher #8
Paraprofessional #1	Deborah Blasdell	Paraprofessional #1
Paraprofessional #2	CaTasia Paige	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Regina Butler	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Andrea Richardson	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Michelle Catron	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Karla Reyes	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Jenifer Jones	Administrator (LEA) #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Parent #1	Dalia Salleq	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Kevin Correa	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

Addendums

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.

Updated July 2021 / HB

2024-2025 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
        - Achieve 3000
        - 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 and other content conversation and fluency 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, Performance Matters, 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 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.