

# **Cypress-Fairbanks Independent School District**

## **Horne Elementary School**

**2024-2025**



# Mission Statement

**Horne Elementary**

**At Horne Elementary all students and staff will demonstrate strong character and grow as life-long learners  
in reading, writing, math, and science!**

**Learners Today, Leaders Tomorrow**

## Vision

**CFISD**

**Opportunities for All**

# 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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** The CPOC committee recommends adding additional after school programs. Ex: Girls on the Run, Clubs, Field Day. Additional take home activities and resources for families to access.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> RLA: All teachers in all content areas will focus on the development of literacy during first instruction through the consistent implementation of targeted mini-lessons that focus on differentiated instruction. This includes small group reading instruction and reading conferences in the areas of decoding, comprehension, and writing about reading.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the reading goals. The formats for feedback will include, but are not limited to WeClimb focused on the Fundamental Five elements, video coaching through SIBME, Quantum Learning strategies and CF-TESS.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math: Our teaching staff will improve student performance by strengthening student-centered instruction through differentiated small groups and concurrent small group instruction. Use real-world connections, scaffolded instruction, differentiation, kinesthetic experiences and supports, and vertical alignment to increase student engagement and academic achievement during first instruction.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the math goals. The formats for feedback will include but are not limited to, critical writing, We Climb, video coaching through SIBME, Quantum Learning strategies, and CF-TESS.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Our teaching staff will focus on improving overall student scientific understanding and critical thinking by strengthening the implementation of best teaching practices to build relevant cross-curricular and real-world connections. Teachers will use purposeful, hands-on experiences, authentic literature, HMH resources, and visuals to bridge and extend the 3D experiences to 2D to foster higher academic discourse, critical writing, problem-solving, and student engagement. Teachers will also create lessons utilizing the science lab and the garden. Second and third grade classes will participate in garden lessons .</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the science goals. The formats for feedback will include but are not limited to, critical writing, We Climb Walks, video coaching through SIBME, Quantum Learning strategies, and CF-TESS.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, and Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Physical education teachers, School Nurse</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5: Well-Rounded Education:</b> 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:</p> <ul style="list-style-type: none"> <li>*Students are provided an opportunity to utilize technology in the classroom and technology lab with teacher-led activities and independent/collaborative groups;</li> <li>*Students and parents are invited to participate in various family nights including Family Fun Literacy Night, Family STEAM Night and etc.</li> <li>*Students along with a parent will have an opportunity to participate in a bi-annual book giveaway to promote their interest in reading.</li> <li>*Students will have an opportunity to participate in extended day activities and clubs of personal interest.</li> <li>*Students will have an opportunity to participate in extended learning weekend camps for academic and personal growth.</li> <li>*Student/parent/teacher opportunity to engage/communicate to build relationships.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6: At-Risk:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: State Compensatory Education (SCE):</b> Throughout the current school year, use the supplemental 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
 No Progress  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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** CPOC committee recommends a family night to share Heggerty Concepts. additional PD on monitor notebooks

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will maintain a monitoring notebook to document individual students' progress.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** CPOC committee recommends more PD with monitoring notebooks

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> We will maintain a monitoring notebook to document individual students' progress.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
 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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Foundational TEKS will be taught daily (district-provided Curriculum).</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
 No Progress  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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** CPOC recommends additional modeled review, and update of monitor notebook

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Math teachers will model and expect students to use a problem-solving process.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math teachers will incorporate small group instruction to meet the needs of individual learners.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Math teachers will track student progress using Progress Monitoring Notebook.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
 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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** CPOC recommends additional support to BI (Paras), Plan plan to increase attendance

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: The campus will implement PBIS and Red Ribbon Week</p> <p><b>Strategy's Expected Result/Impact:</b> Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Custodians, and Campus Safety Committee.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** 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:** Attendance Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 6:** 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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** CPOC committee recommends cool down tool boxes, continue mentor program

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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 implement a variety of behavior intervention strategies to prevent violence including PBIS, Project Safety, social skills lessons, mentoring, and teacher training provided by our Behavior Interventionist and DMC paraprofessional.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be under 1%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, and Behavior Interventionists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b></p> <ol style="list-style-type: none"> <li>1. Increased awareness and reporting of possible bullying incidents.</li> <li>2. Decrease in bullying incidents/behaviors.</li> <li>3. Improved classroom and/or school culture.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal(s), Campus Bullying Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Considerable	 Considerable	 Considerable

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 6:** District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

**Performance Objective 4:** Mental Health Supports: Mentoring Mondays - all staff members will select a student from our at-risk list to mentor for the year. Our counselors provide activities and goal setting sheets for the staff to meet with their mentees every progress report and report card marking. We also meet with our mentees whenever we can throughout the year. The students look forward to meeting on Mentoring Monday because we have meaningful conversations with them while we complete the goal setting sheet and the activity.

**High Priority**

**Evaluation Data Sources:** We will increase the attendance rate for each grading period, as well as improve report card grades each grading period.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** CPOC committee recommends continuation of mentoring program

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 1%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every nine weeks with treats, shout-outs, and other various and random types of acknowledgement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Goal 7:** District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 2:** Ensure that Teachers receive 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. Teachers will attend Wisdom Wednesdays each month to focus on an element of professional development. Topics will vary based on teacher need.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Campus will provide all teachers with professional development based on identified needs through modeling, coaching, SIBME feedback and conferencing, Schoology training and coaching, PLCs, and virtual PD opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff will strengthen their individual skill set and reduce individual areas of professional weakness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, and Technology Coach.</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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 10%.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** CPOC committee recommends continue collaboration with feeder school to build community

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Parent and Family Engagement:</b> The campus will provide a variety of parent events to share information about the campus and strategies for academic support at home. We will advertise those opportunities in English and Spanish using several different methods: letters home, phone calls, school messenger, campus newsletters, and the marquee.</p> <p>Materials for parent nights will be purchased and distributed in advance to the staff and paraprofessionals will be paid for attending parent nights for support and translations.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, and Technology Coach Title 1 Coordinator, Librarian/PTO Staff Representative</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 8:** 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 2:** Horne will host a PreK and Kindergarten "round-up" at the end of the year. This event will provide parents an opportunity to tour the prek and kindergarten classrooms. Parents will also receive supplies and materials to use with their prospective students to encourage and foster a basic understanding of primary math and reading skills.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Increased enrollment in prek and kindergarten classes. Increased beginning of the year diagnostic data from the students who are practicing math and reading skills with their parents at home.

**Summative Evaluation:** Met Objective

# CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Dr. Tracey Bennett	Principal (there is only one principal)
Teacher #1	Ashley German	PreK ECSE Teacher
Teacher #2	Melissa Vargas	Kindergarten teacher
Teacher #3	Guadalupe Vazquez	1st grade teacher
Teacher #4	Jessica Thibodeaux	2nd grade reading/language arts teacher
Teacher #5	Maria Alvarado	3rd grade bilingual reading/language arts teacher
Teacher #6	Debbie Bart	4th grade ESL/GT reading/language arts teacher
Teacher #7	Patrice Secrease	5th grade reading/language arts teacher
Teacher #8	Travis Ingram	Art teacher
Teacher	Alma Montenegro	Special Education Resource Teacher
Paraprofessional #1	Shelia Velasco	Primary Paraprofessional
Other School Leader (Nonteaching Professional) #2	Jenelle Montgomery	Title I Coordinator / Parent Liaison
Other School Leader (Nonteaching Professional) #3	Penny Moncure	Behavior Interventionist
Other Leader (Nonteaching Professional) #4	Cindy Adams	Special Education District Coach
Administrator (LEA) #1	Leslie Villere	Asst. Director Special Education
Administrator (LEA) #2	Dr. Ashley Clayburn	Asst. Superintendent District Improvement & Accountability
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Cheryl Johnson	Toshiba International Representative
Business Representative #2	Jason Spradley	Toshiba International Representative

# Addendums

Campus Horne

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	42%	45%	48%	51%	54%
Masters Grade Level	17%	20%	23%	26%	29%

2024-25	Target Check
71%	Met District Strategic Target
53%	Met District Strategic Target
22%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

\*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#									
Reading	3	Horne	ES7	All	137	60%	68%	72%	36%	49%	47%	14%	22%	19%
Reading	3	Horne	ES7	Hispanic	90	58%	64%	71%	39%	46%	44%	18%	23%	17%
Reading	3	Horne	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES7	Asian	8	78%	100%	88%	*	88%	75%	*	38%	*
Reading	3	Horne	ES7	African Am.	30	47%	60%	68%	*	33%	46%	*	7%	25%
Reading	3	Horne	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES7	White	4	67%	100%	*	*	100%	*	*	50%	*
Reading	3	Horne	ES7	Two or More	5	*	100%	*	*	100%	*	*	40%	*
Reading	3	Horne	ES7	Eco. Dis.	106	59%	65%	69%	36%	46%	41%	14%	19%	15%
Reading	3	Horne	ES7	EB	65	53%	60%	63%	35%	40%	30%	14%	18%	*
Reading	3	Horne	ES7	At-Risk	93	50%	60%	61%	31%	41%	33%	12%	17%	12%
Reading	3	Horne	ES7	SPED	17	*	47%	44%	*	24%	*	*	12%	*
Reading	4	Horne	ES7	All	122	73%	80%	74%	41%	52%	48%	15%	28%	15%
Reading	4	Horne	ES7	Hispanic	85	72%	78%	76%	45%	51%	48%	18%	24%	17%
Reading	4	Horne	ES7	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	4	Horne	ES7	Asian	10	78%	90%	90%	67%	70%	90%	*	50%	*
Reading	4	Horne	ES7	African Am.	18	69%	78%	50%	23%	33%	*	*	17%	*
Reading	4	Horne	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Horne	ES7	White	6	*	100%	100%	*	83%	83%	*	67%	*
Reading	4	Horne	ES7	Two or More	2	100%	100%	*	*	100%	*	*	50%	*
Reading	4	Horne	ES7	Eco. Dis.	98	73%	78%	73%	39%	45%	44%	14%	19%	12%
Reading	4	Horne	ES7	EB	52	62%	67%	68%	34%	40%	45%	16%	21%	*
Reading	4	Horne	ES7	At-Risk	65	67%	72%	68%	31%	40%	38%	12%	17%	8%
Reading	4	Horne	ES7	SPED	17	53%	58%	33%	*	29%	*	*	12%	*
Reading	5	Horne	ES7	All	138	78%	85%	60%	51%	65%	44%	22%	30%	21%
Reading	5	Horne	ES7	Hispanic	96	82%	88%	63%	55%	65%	44%	23%	28%	23%
Reading	5	Horne	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	5	Horne	ES7	Asian	9	86%	89%	78%	50%	78%	78%	*	33%	*
Reading	5	Horne	ES7	African Am.	23	56%	65%	45%	32%	48%	32%	*	26%	*
Reading	5	Horne	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Horne	ES7	White	6	90%	100%	*	50%	100%	*	*	50%	*
Reading	5	Horne	ES7	Two or More	4	*	100%	*	*	100%	*	*	50%	*
Reading	5	Horne	ES7	Eco. Dis.	116	79%	84%	59%	49%	55%	42%	20%	25%	18%
Reading	5	Horne	ES7	EB	63	75%	80%	52%	44%	50%	31%	19%	24%	10%
Reading	5	Horne	ES7	At-Risk	105	69%	74%	54%	35%	40%	38%	14%	19%	17%
Reading	5	Horne	ES7	SPED	22	57%	63%	24%	*	32%	*	*	14%	*
Math	3	Horne	ES7	All	137	53%	60%	62%	19%	40%	36%	*	14%	10%
Math	3	Horne	ES7	Hispanic	90	51%	60%	63%	20%	37%	38%	*	11%	7%
Math	3	Horne	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	Horne	ES7	Asian	8	78%	88%	75%	*	75%	63%	*	38%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#	%	%	%	%	%	%	%	%	
Math	3	Horne	ES7	African Am.	30	29%	40%	54%	*	30%	21%	*	13%	*
Math	3	Horne	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Horne	ES7	White	4	89%	100%	*	*	75%	*	*	25%	*
Math	3	Horne	ES7	Two or More	5	*	100%	83%	*	80%	*	*	20%	*
Math	3	Horne	ES7	Eco. Dis.	106	51%	56%	60%	19%	30%	33%	*	9%	8%
Math	3	Horne	ES7	EB	65	46%	55%	54%	20%	31%	28%	*	15%	*
Math	3	Horne	ES7	At-Risk	93	47%	52%	52%	16%	30%	30%	*	11%	8%
Math	3	Horne	ES7	SPED	17	*	47%	*	*	24%	*	*	12%	*
Math	4	Horne	ES7	All	122	47%	57%	53%	26%	42%	30%	9%	18%	11%
Math	4	Horne	ES7	Hispanic	85	49%	55%	55%	26%	40%	31%	8%	13%	12%
Math	4	Horne	ES7	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	4	Horne	ES7	Asian	10	67%	80%	70%	67%	80%	60%	56%	60%	*
Math	4	Horne	ES7	African Am.	18	32%	39%	*	*	28%	*	*	11%	*
Math	4	Horne	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Horne	ES7	White	6	71%	83%	100%	*	33%	*	*	17%	*
Math	4	Horne	ES7	Two or More	2	*	100%	*	*	50%	*	*	50%	*
Math	4	Horne	ES7	Eco. Dis.	98	44%	50%	52%	24%	30%	26%	7%	12%	12%
Math	4	Horne	ES7	EB	52	49%	55%	55%	33%	40%	32%	13%	17%	9%
Math	4	Horne	ES7	At-Risk	65	39%	45%	43%	23%	30%	24%	10%	15%	7%
Math	4	Horne	ES7	SPED	17	*	47%	*	*	24%	*	*	12%	*
Math	5	Horne	ES7	All	138	74%	80%	51%	46%	60%	30%	16%	28%	12%
Math	5	Horne	ES7	Hispanic	96	73%	78%	52%	45%	58%	32%	17%	22%	11%
Math	5	Horne	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	5	Horne	ES7	Asian	9	93%	100%	67%	86%	89%	67%	*	78%	*
Math	5	Horne	ES7	African Am.	23	64%	74%	41%	28%	52%	*	*	26%	*
Math	5	Horne	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Horne	ES7	White	6	80%	83%	*	50%	67%	*	*	33%	*
Math	5	Horne	ES7	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Math	5	Horne	ES7	Eco. Dis.	116	73%	78%	50%	44%	50%	27%	16%	21%	10%
Math	5	Horne	ES7	EB	63	67%	72%	50%	40%	50%	36%	14%	19%	*
Math	5	Horne	ES7	At-Risk	105	66%	71%	45%	36%	50%	25%	10%	15%	7%
Math	5	Horne	ES7	SPED	22	*	50%	29%	*	23%	*	*	9%	*
Science	5	Horne	ES7	All	138	59%	65%	52%	28%	60%	23%	9%	18%	10%
Science	5	Horne	ES7	Hispanic	96	58%	65%	55%	27%	60%	23%	6%	11%	10%
Science	5	Horne	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	5	Horne	ES7	Asian	9	86%	89%	78%	43%	56%	56%	*	44%	*
Science	5	Horne	ES7	African Am.	23	44%	52%	32%	24%	52%	*	*	26%	*
Science	5	Horne	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Horne	ES7	White	6	60%	67%	*	*	67%	*	*	33%	*
Science	5	Horne	ES7	Two or More	4	*	100%	*	*	100%	*	*	50%	*
Science	5	Horne	ES7	Eco. Dis.	116	57%	62%	52%	24%	50%	20%	7%	12%	8%
Science	5	Horne	ES7	EB	63	54%	60%	45%	24%	50%	17%	*	17%	*
Science	5	Horne	ES7	At-Risk	105	46%	52%	46%	19%	50%	18%	5%	10%	9%
Science	5	Horne	ES7	SPED	22	*	50%	24%	*	23%	*	*	9%	*

# 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.

# 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 (2<sup>nd</sup>-5<sup>th</sup>)
    - 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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.” NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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.