

# **Cypress-Fairbanks Independent School District**

## **Bane Elementary School**

**2022-2023**



# Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

## Vision

Building a legacy of success for all learners.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

**Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment:** The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

**Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan:** The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

*In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.*

*All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.*

*When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:*

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

*Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.*

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

### **Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan**

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

# Student Achievement

## Student Achievement Summary

In the Closing the Gaps domain of the state accountability system, the campus has been identified for Targeted Support and Improvement in the following area(s): reading and math (African American student group)

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The resulting problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

## Student Achievement Strengths

### PreK

- 80% of students met standards on recognizing letters and letter sounds.

### Kindergarten

- 86% of students passed their EOY Math DPM.

### 1st Grade

- 83% of the students passed their EOY Math DPM.
- 63% of the students passed their EOY Reading DPM.

### ELAR

#### 3rd Grade

- On average students in third grade grew 3-4 reading levels.

#### 4th Grade

- On average students in fourth grade grew 4-5 reading levels.

### **5th Grade**

On average students in fifth grade grew 2-3 reading levels.

## **MATH**

### **2nd Grade**

Each time students completed a checkpoint their scores continued to go up to reach campus targets of 75% Approaches, 45% Meets, and 25% Masters. On the JDA assessment all students met the targets.

### **3rd Grade**

On the 3rd Grade March Benchmark and STAAR our students grew 4% in the approaches category.

### **4th Grade**

Each time students completed a district checkpoint they were near the desired target for the approaches category. Each checkpoint the 4th grade students demonstrated growth as a whole grade level.

### **5th Grade**

Each time students completed a district checkpoint between the months of October and March the students made progress towards our approaches target of 75%. In October the 5th grade students were at 56% approaches and in March were at 70% approaches.

## **SCIENCE**

### **3rd Grade**

Each time students competed a Unit Test, they were within 1 percentage point (on last assessment), or exceeded our campus goal of 45% Meets. Students were also within 3 percentage points or exceeded Masters at 25% on all Unit Tests.

### **4th Grade**

On the January Matter Unit Test students exceeded our campus goals of 75% Approaches, 45% Meets and 25% Masters by achieving 83% Approaches, 58% Meets and 41% Masters.

### **5th Grade**

In November 2020, 42% met Approaches on their first Unit Test. By April 2021, 72% of students met Approaches, and were within 3% of meeting our campus goal of 75%.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** RLA: Our students, especially our African American (AA) students, are performing below the district & cluster based on reading data from 2021 end-of-year

assessments. **Root Cause:** RLA: Teachers need additional support to implement small group guided reading and comprehension strategy groups for those students that are reading below the grade level expectations.

**Problem Statement 2:** Math: Our African American and Special Education student groups are performing below the district standards and not meeting targets based on math data from 2021 end - of -year assessments. **Root Cause:** Math: Our teachers need to increase instruction in vocabulary, mathematical reasoning and problem solving.

**Problem Statement 3:** Science: Our students did not meet any of the targets for the approaches category. **Root Cause:** Science: Science teaching is not differentiated enough based on current performance data in order to address individual student's needs.

**Problem Statement 4:** Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

**Problem Statement 5:** Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

**Problem Statement 6:** Targeted Support Reading: Our African American group did not meet the target for reading the last three years. **Root Cause:** We need to identify the individual learning and instructional needs of AA students and provide them with relevant supports to enhance their learning.

**Problem Statement 7:** Targeted Support Math: Our African American group did not meet the target for reading the last three years. **Root Cause:** We need to identify the individual learning and instructional needs of AA students and provide them with relevant supports to enhance their learning.

# School Culture and Climate

## School Culture and Climate Strengths

**Restorative Discipline:** At Bane we continue to focus our discipline system that fosters equity and promotes restorative discipline practices. Our staff has and will continue to be trained and coached in effective strategies to maximize the time students are engaged in learning in the classrooms. For the 2020-21 our campus reported zero OSS (Out of School Suspension) and zero SOS (Special Opportunity School) discipline program placements.

**Campus Safety:** Safety is a priority at Bane and we always look for ways to enhance the safety of our students and staff by conducting all drills required and providing staff with training opportunities to better understand our Campus Emergency Operations Plan.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: PBIS and restorative practices are not utilized in a way that is uniform throughout the school. **Root Cause:** School Culture and Climate: Limited opportunities for professional development in the areas of restorative discipline and PBIS.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

Bane Elementary is staffed by experienced teachers in its majority.

In order to retain our teachers and staff, our school offers a targeted professional development program. New and experienced teachers are able to engage in different learning opportunities on campus to allow them to learn the most important instructional strategies needed to serve our students and to meet their individual academic needs.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Our attendance rate during the 2021-2022 school year was below the average for our comparison group. **Root Cause:** Teacher/Paraprofessional Attendance: Teacher attendance was affected by COVID-19.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

At Bane Elementary, many family events are offered through the school year. They are available at different times of the day to allow for more opportunities for parents and children to attend. Additionally, our staff is very supportive of community engagement events that foster strong parent and teacher partnerships.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Many of our families aren't reached through the methods of communication that we have established. **Root Cause:** Parent and Community Engagement: The communication methods we use do not allow us to engage a significant percentage of our families.

# Goals

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

**Performance Objective 1: Curriculum and Instruction & Accountability:** By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR ELAR, Math, and Science results

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> We will provide planning opportunities for teachers to further develop their capacity to implement effective small group guided reading &amp; strategy groups. We will support this implementation by modeling, providing training, and observing &amp; providing feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Our targeted populations and under-performing students will show accelerated growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> We will provide training to improve teachers' capacity in the math content area, use of manipulatives, and academic vocabulary. Teams will collaborate on data analysis that is ongoing in order to goal-set, create differentiation, and engage in data-driven planning to support students' academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Students will show growth on their math assessments throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Provide professional development training and planning opportunities to increase teacher capacity, and hands-on learning experiences that will allow students to think critically. Teachers will focus on building student academic vocabulary to increase science proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>The performance of economically disadvantaged, African American, and Hispanic student groups will improve.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
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> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes:</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will be provided with the materials needed to effectively implement the curriculum.</p> <p>Students will have opportunities for extended day learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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: Targeted students in third, fourth and fifth grades with a history of academic challenges will be provided with an extended school day with a focus on improving their reading skills (Star Catcher Academy).</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>The Academy students' reading levels will improve. Students participating in camps will show academic growth as reflected in district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Title I Campuses:</p> <ol style="list-style-type: none"> <li>1. Math Intervention Teacher: will support small group math interventions in 5th grade.</li> <li>2. Primary Intervention Teacher: will support literacy development in students in 1st grade.</li> <li>3. Science Instructional Specialist: will support our 3-5 science curriculum through leading effective instructional planning.</li> <li>4. Library Books: provide students with access to reading resources.</li> <li>5. Writing Professional Development: provide teachers with professional development opportunities in writing that will have a direct impact in teaching writing.</li> <li>6. Reading Professional Development: provide teachers with professional learning opportunities in the area of reading including fluency and comprehension.</li> <li>7. Professional learning books: teachers and campus instructional leaders will benefit from having access to current research based professional books that will enhance their instructional practices.</li> <li>8. Resources for Academy Program: we will provide teachers and students with supplies needed to participate in the extended school day intervention program.</li> <li>9. Science Supplies: teachers and students will have access to science materials needed to participate in hands on learning, labs, experiments and projects.</li> </ol>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

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

**Performance Objective 2:** ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19. We will utilize ESSER III funds to purchase instructional supplies for all areas of content to enhance instruction and provide students with the necessary resources for learning.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: After School Camps - Students in 2nd, 3rd, 4th and 5th will be identified and invited to an instructional math and/or reading camp after school. Teachers will provide targeted interventions in small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Student groups might not be the same for every camp since we will address individual needs based on most current assessment. Goal: 85% students participating in camps will gain mastery of the targeted skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Staffing: Core Content Area Interventionist (math)</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-2023 school year, 90% students receiving math interventions from the designated 3-5 math intervention teacher will increase their fact fluency, computation and/or problem solving skills as demonstrated by at least 10% using local assessments such as checkpoints, DPMs, benchmarks and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 4: Targeted Support:** By the end of the 2022-23 school year, the campus will meet the Closing the Gaps targets in the following student group: African American

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> Identify students who need instructional supports, their individual needs in reading fluency and comprehension, and ensure they are supported by reading teachers and interventionists and their growth is tracked consistently.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show incremental growth in their reading levels and comprehension as well as in reading local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers, Intervention Teachers, Reading IS, APs, and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Reading:</b> Students participate in after school Academy and Reading Camps after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show incremental growth in their reading levels and comprehension as well as in reading local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers, Intervention Teachers, Reading IS, APs, and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Math:</b> Identify students who need instructional supports, their individual needs in math facts fluency and algebraic reasoning, and ensure they are supported by math teachers and interventionists and their growth is tracked consistently.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show incremental growth in their math fact fluency and algebraic reasoning as well as in math local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Intervention Teachers, Math IS, APs, and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: Math:</b> Students participate in after school Academy and Reading Camps after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show incremental growth in their math fact fluency and algebraic reasoning as well as in math local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Intervention Teachers, Math IS, APs, and Principal.</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Campus Safety: Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

**Performance Objective 1:** Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: Campus Safety Team will review drills conducted to evaluate effectiveness and make adjustments for improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Through an evaluation of the safety drills conducted, we will be able to determine what adjustments and professional development opportunities are needed which will increase campus safety.</p> <p><b>Staff Responsible for Monitoring:</b> EOP representative and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, 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> EOP representative and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct health safety walks in relation to COVID-19 protocol implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Evaluate staff implementation of all healthy protocols and recommendations to provide feedback, opportunities to retrain and adjustments as needed in order to enhance the safety of our campus.</p> <p><b>Staff Responsible for Monitoring:</b> School Nurse and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 2: Campus Safety:** Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

**Performance Objective 2: Student Attendance:** By the end of the 2022-23 school year, student attendance will be at 95% or higher.

**Evaluation Data Sources:** Student attendance records

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: We will develop a student attendance task force under the leadership of the campus Behavior Interventionist. This task force will monitor attendance, communicate with parents and campus leadership team to promote student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%.</p> <p><b>Staff Responsible for Monitoring:</b> BI, Campus Attendance Task Force, Leadership Team</p>	Formative		
	Nov	Feb	May
			
<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 2: Campus Safety:** Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

**Performance Objective 3: Restorative Discipline:** By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Restorative Discipline:</b> The PBIS committee will continue to monitor student discipline reports and provide guidance for the classroom teachers. A campus wide behavior continuum will be used by all teachers and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: In School Suspensions:</b> In order to reduce the number of special education and African American in school suspensions, we will offer professional development opportunities that focus on equity and relationship building in order to address the specific needs of these student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Out of School Suspensions:</b> The campus administration under the leadership of the Behavior Interventionist will monitor, provide feedback and support to teachers and staff with implementation of restorative discipline strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: Special Opportunity School (SOS) Placements:</b> We will continue to provide learning opportunities for staff on restorative discipline practices that address the individual needs of our African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: We will provide opportunities for staff to learn to identify signs of violence before it occurs. Staff will be able to identify triggers or signs that could result in violent situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals and Principal</p>	Formative		
	Nov	Feb	May
			
<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 3:** Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Implement, communicate and promote attendance incentive program. Communicate staff attendance expectations and its impact to student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</p>	Formative		
	Nov	Feb	May
			
<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 3: Human Capital:** The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Rigor and Relevance Framework by ICLE, Model Classroom Project by John Samara, technology share sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will learn new high yield instructional strategies that will enhance their practice and promote higher levels of student academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team (IS, APs, Principal)</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2022-23 school year, parent and family engagement will increase by 10%.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Improve communication of family engagement events and activities. Research and utilize new methods of communication that will result in higher numbers of families informed about the opportunities being offered to them.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2022-2023 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Cesar Diaz	Principal
Classroom Teacher	Lina Ramirez	Teacher #1
Classroom Teacher	Staci Hatcher	Teacher #2
Classroom Teacher	Ashley Perales	Teacher #3
Classroom Teacher	Cynthia Chavez	Teacher #4
Classroom Teacher	Sonya Robinson	Teacher #5
Classroom Teacher	Christine Loyacano	Teacher #6
Classroom Teacher	Joseph Blaise	Teacher #7
Classroom Teacher	Betty Paine	Teacher #8
Non-classroom Professional	Jamie Enriquez	Other School Leader #1
Non-classroom Professional	Jennifer Thompson	Other School Leader #2
Non-classroom Professional	Emily Lovejoy	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Tonya Goree	Administrator (LEA) #2
Parent	Yohana Rivas	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	Sarah Mathewes	Business Representative #1
Business Representative	Nathan Rouse	Business Representative #2
Paraprofessional	Itza Paramo	Paraprofessional #1
Paraprofessional	Rosa Coronado	Paraprofessional #2
Non-classroom Professional	Sharon Tipping	Science IS
Non-classroom Professional	Krystal Malichi	Primary IS
Non-classroom Professional	Susan Dennis-Garcia	Behavior Interventionist
Non-classroom Professional	Shelita Balderas	ELAR IS
Non-classroom Professional	Hailey Reinhardt	Math IS

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Elizabeth Solano	Counselor
Non-classroom Professional	Katrina Campbell-Cargile	Counselor
District-level Professional	Veronica Higareda-Perez	Elementary Curriculum and Instruction Coordinator

# Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Math	3	Bane	All	116	55	47%	52%	57%	28	24%	29%	20%	5	4%	9%	8%		
Math	3	Bane	Hispanic	89	42	47%	52%	57%	24	27%	32%	18%	4	4%	9%	6%		
Math	3	Bane	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Bane	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Bane	African Am.	18	7	39%	44%	60%	2	11%	16%	*	0	0%	5%	*		
Math	3	Bane	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Bane	White	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Bane	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Bane	Eco. Dis.	107	52	49%	54%	58%	27	25%	30%	20%	5	5%	10%	7%		
Math	3	Bane	Emergent Bilingual	31	10	32%	37%	55%	5	16%	21%	12%	2	6%	11%	*		
Math	3	Bane	At-Risk	99	45	45%	50%	51%	24	24%	29%	14%	4	4%	9%	*		
Math	3	Bane	SPED	16	4	25%	30%	29%	2	13%	18%	*	0	0%	5%	*		
Math	4	Bane	All	113	53	47%	52%	54%	19	17%	22%	24%	4	4%	9%	8%		
Math	4	Bane	Hispanic	81	39	48%	53%	54%	16	20%	25%	26%	2	2%	7%	9%		
Math	4	Bane	Am. Indian	6	4	67%	72%	*	1	17%	22%	*	1	17%	22%	*		
Math	4	Bane	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Bane	African Am.	17	4	24%	29%	44%	0	0%	5%	*	0	0%	5%	*		
Math	4	Bane	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Bane	White	7	5	71%	76%	*	2	29%	34%	*	1	14%	19%	*		
Math	4	Bane	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Bane	Eco. Dis.	107	51	48%	53%	53%	17	16%	21%	24%	4	4%	9%	8%		
Math	4	Bane	Emergent Bilingual	58	27	47%	52%	34%	8	14%	19%	12%	0	0%	5%	*		
Math	4	Bane	At-Risk	99	46	46%	51%	47%	16	16%	21%	17%	3	3%	8%	7%		
Math	4	Bane	SPED	17	2	12%	17%	*	1	6%	11%	*	0	0%	5%	*		
Math	5	Bane	All	106	51	48%	53%	68%	23	22%	27%	21%	7	7%	12%	*		
Math	5	Bane	Hispanic	83	46	55%	59%	70%	22	27%	32%	22%	7	8%	13%	*		
Math	5	Bane	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Bane	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Bane	African Am.	19	4	21%	26%	55%	1	5%	10%	*	0	0%	5%	*		
Math	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Bane	White	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Bane	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Bane	Eco. Dis.	101	48	48%	53%	67%	21	21%	26%	18%	6	6%	11%	*		
Math	5	Bane	Emergent Bilingual	56	25	45%	50%	63%	8	14%	19%	15%	2	4%	9%	*		
Math	5	Bane	At-Risk	95	46	48%	53%	65%	20	21%	26%	15%	7	7%	12%	*		
Math	5	Bane	SPED	16	3	19%	24%	46%	0	0%	5%	*	0	0%	5%	*		
Reading	3	Bane	All	114	71	62%	67%	63%	35	31%	36%	32%	17	15%	20%	9%		

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Reading	3	Bane	Hispanic	87	57	66%	71%	62%	26	30%	35%	31%	12	14%	19%	8%		
Reading	3	Bane	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Bane	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Bane	African Am.	18	7	39%	44%	70%	5	28%	33%	50%	3	17%	22%	*		
Reading	3	Bane	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Bane	White	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Bane	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Bane	Eco. Dis.	106	68	64%	39%	64%	33	31%	36%	31%	17	16%	21%	10%		
Reading	3	Bane	Emergent Bilingual	29	15	52%	57%	65%	4	14%	19%	24%	2	7%	12%	*		
Reading	3	Bane	At-Risk	97	61	63%	68%	58%	27	28%	33%	23%	14	14%	19%	8%		
Reading	3	Bane	SPED	16	3	19%	24%	33%	2	13%	18%	*	1	6%	11%	*		
Reading	4	Bane	All	113	81	72%	77%	61%	47	42%	47%	32%	27	24%	25%	11%		
Reading	4	Bane	Hispanic	81	58	72%	77%	58%	35	43%	48%	29%	19	23%	28%	10%		
Reading	4	Bane	Am. Indian	6	6	100%	100%	*	5	83%	88%	*	3	50%	55%	*		
Reading	4	Bane	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Bane	African Am.	17	9	53%	58%	56%	5	29%	34%	31%	3	18%	23%	*		
Reading	4	Bane	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Bane	White	7	6	86%	91%	*	2	29%	34%	*	2	29%	34%	*		
Reading	4	Bane	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Bane	Eco. Dis.	107	76	71%	76%	61%	45	42%	47%	31%	26	24%	29%	10%		
Reading	4	Bane	Emergent Bilingual	58	42	72%	77%	44%	23	40%	45%	20%	12	21%	26%	*		
Reading	4	Bane	At-Risk	99	70	71%	76%	52%	40	40%	45%	22%	21	21%	26%	7%		
Reading	4	Bane	SPED	17	3	18%	23%	38%	1	6%	11%	*	1	6%	11%	*		
Reading	5	Bane	All	106	68	64%	69%	76%	37	35%	40%	45%	20	19%	24%	22%		
Reading	5	Bane	Hispanic	83	54	65%	71%	74%	32	39%	44%	41%	19	23%	28%	18%		
Reading	5	Bane	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Bane	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Bane	African Am.	19	11	58%	63%	82%	4	21%	26%	*	0	0%	5%	*		
Reading	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Bane	White	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Bane	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Bane	Eco. Dis.	101	67	66%	71%	73%	36	36%	41%	43%	20	20%	25%	20%		
Reading	5	Bane	Emergent Bilingual	56	30	54%	59%	67%	11	20%	25%	30%	7	13%	18%	8%		
Reading	5	Bane	At-Risk	95	59	62%	67%	73%	30	32%	37%	43%	16	17%	21%	18%		
Reading	5	Bane	SPED	16	4	25%	30%	38%	1	6%	11%	*	0	0%	5%	*		
Science	5	Bane	All	104	48	46%	51%	49%	21	20%	25%	15%	9	9%	14%	*		
Science	5	Bane	Hispanic	82	42	51%	56%	44%	21	26%	31%	13%	9	11%	16%	*		

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Science	5	Bane	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Bane	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Bane	African Am.	18	5	28%	33%	45%	0	0%	5%	*	0	0%	5%	*		
Science	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Bane	White	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Bane	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Bane	Eco. Dis.	99	45	45%	50%	47%	20	20%	25%	13%	9	9%	14%	*		
Science	5	Bane	Emergent Bilingual	56	21	38%	43%	38%	8	14%	19%	8%	2	4%	9%	*		
Science	5	Bane	At-Risk	93	42	45%	50%	46%	19	20%	25%	13%	8	9%	14%	*		
Science	5	Bane	SPED	16	2	13%	18%	*	1	6%	11%	*	0	0%	5%	*		

# Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		AULT	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	54%	45%	56%	73%	58%	61%	64%
		Total Number Meets or Higher		68		120			
		Total Number Tested		151		164			
		Points away from or above target		-9		+17			
		Difference from Prior Year				+28			
		Growth from Prior Year				62%			
	Hispanic	Target and Actual Rate	41%	45%	43%	74%	45%	48%	51%
		Total Number Meets or Higher		17		40			
		Total Number Tested		38		54			
		Points away from or above target		+4		+31			
		Difference from Prior Year				+29			
		Growth from Prior Year				64%			
	White	Target and Actual Rate	62%	49%	64%	79%	66%	69%	72%
		Total Number Meets or Higher		37		55			
		Total Number Tested		76		70			
		Points away from or above target		-13		+15			
		Difference from Prior Year				+30			
		Growth from Prior Year				61%			
Eco. Disadv.	Target and Actual Rate	30%	42%	32%	68%	34%	37%	40%	
	Total Number Meets or Higher		22		43				
	Total Number Tested		53		63				
	Points away from or above target		+12		+36				
	Difference from Prior Year				+26				
	Growth from Prior Year				62%				
EL (Current & Monitored)	Target and Actual Rate	55%	52%	57%	70%	59%	62%	65%	
	Total Number Meets or Higher		15		21				
	Total Number Tested		29		30				
	Points away from or above target		-3		+13				
	Difference from Prior Year				+18				
	Growth from Prior Year				35%				
Cont. Enrolled	Target and Actual Rate	57%	45%	59%	72%	61%	64%	67%	
	Total Number Meets or Higher		58		97				
	Total Number Tested		128		134				
	Points away from or above target		-12		+13				
	Difference from Prior Year				+27				
	Growth from Prior Year				60%				
Non-Cont. Enrolled	Target and Actual Rate	32%	43%	34%	77%	36%	39%	42%	
	Total Number Meets or Higher		10		23				
	Total Number Tested		23		30				
	Points away from or above target		+11		+43				
	Difference from Prior Year				+34				
	Growth from Prior Year				79%				

# Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		AULT	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	61%	46%	63%	63%	65%	68%	71%
		Total Number Meets or Higher		69		104			
		Total Number Tested		151		164			
		Points away from or above target		-15		0			
		Difference from Prior Year				+17			
		Growth from Prior Year				37%			
	Hispanic	Target and Actual Rate	44%	50%	46%	61%	48%	51%	54%
		Total Number Meets or Higher		19		33			
		Total Number Tested		38		54			
		Points away from or above target		+6		+15			
		Difference from Prior Year				+11			
		Growth from Prior Year				22%			
	White	Target and Actual Rate	70%	50%	72%	69%	74%	77%	80%
		Total Number Meets or Higher		38		48			
		Total Number Tested		76		70			
		Points away from or above target		-20		-3			
		Difference from Prior Year				+19			
		Growth from Prior Year				38%			
	Eco. Disadv.	Target and Actual Rate	50%	43%	52%	60%	54%	57%	60%
		Total Number Meets or Higher		23		38			
Total Number Tested			53		63				
Points away from or above target			-7		+8				
Difference from Prior Year					+17				
Growth from Prior Year					40%				
EL (Current & Monitored)	Target and Actual Rate	55%	48%	57%	67%	59%	62%	65%	
	Total Number Meets or Higher		14		20				
	Total Number Tested		29		30				
	Points away from or above target		-7		+10				
	Difference from Prior Year				+19				
	Growth from Prior Year				40%				
Cont. Enrolled	Target and Actual Rate	64%	48%	66%	64%	68%	71%	74%	
	Total Number Meets or Higher		62		86				
	Total Number Tested		128		134				
	Points away from or above target		-16		-2				
	Difference from Prior Year				+16				
	Growth from Prior Year				33%				
Non-Cont. Enrolled	Target and Actual Rate	37%	30%	39%	60%	41%	44%	47%	
	Total Number Meets or Higher		7		18				
	Total Number Tested		23		30				
	Points away from or above target		-7		+21				
	Difference from Prior Year				+30				
	Growth from Prior Year				100%				

# 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 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 is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

### Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

### Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-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 from among varied genres and reading levels 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 the *Continuum of Literacy Learning* and 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 reading and writing workshop.
- 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>)
    - Amplify Reading
    - Amira Suite
    - HMH Suite
    - Library Resources
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilized 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 Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 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 the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

## Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 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 the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- 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 rhythm and Orff 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 the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- 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.
- 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.