

# Cypress-Fairbanks Independent School District

## Birkes 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

LEAD - Learn. Empower. Achieve. Dream.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Demographics

## Demographics Summary

The staff at Birkes Elementary includes 73.5 classroom teachers, 26 paraprofessionals, 4 interpreters and interpreter interns, 2 deaf ed support staff, and 13.5 administrators.

The student population as of October 2022 is:

-27% White

-34% Hispanic

-18% African American

-14% Asian

-7% Two or more races

-47.8% Economically Disadvantaged

-14% LEP

## Demographics Strengths

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** RLA: Current Emergent Bilingual (EB) and Special Education (SPED) students are not performing at the same rate as other student populations. **Root Cause:** RLA: Teachers do not have a clear understanding or knowledge of how to effectively plan and implement small group instruction to teach differentiated strategies for EB and SPED learners.

**Problem Statement 2:** Math: Current Special Education (SPED) and Economically Disadvantaged (ED) students are not performing at the same rate as other student populations. **Root Cause:** Math: Teachers do not have a clear understanding or knowledge of how to consistently implement small group instruction to teach specific differentiated strategies for SPED and ED learners.

**Problem Statement 3:** Science: Current Emergent Bilingual (EB) and Special Education (SPED) students are not performing at the same rate as other student populations. **Root Cause:** Science: Teachers do not have a clear understanding or knowledge of how to consistently implement small group instruction to teach specific differentiated strategies for

SPED and EB learners.

## Student Achievement

### Student Achievement Strengths

#### Third Grade:

Reading - Overall above the district passing average for meets, approaches, and masters

Math - Overall above the district passing average for meets, approaches and masters

#### Fourth Grade:

Reading - Overall above the district passing average for meets, approaches, and masters

Math - Overall above the district passing average for meets, approaches, and masters

Writing - Overall above the district passing average for meets, approaches, and masters

#### Fifth Grade:

Reading - Overall above the district passing average for meets, approaches, and masters

Math - Overall above the district passing average for meets, approaches, and masters

Science - Overall above the district passing average for meets, approaches, and masters

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** 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 2:** School Culture and Climate: Students tend to leave early or take the day off; therefore, missing instruction. **Root Cause:** School Culture and Climate: School hours are 8:45 to 4:10 making it difficult to schedule appointments.

**Problem Statement 3:** Teacher/Paraprofessional Attendance: Staff attendance is not as high as historical data shows. **Root Cause:** Teacher/Paraprofessional Attendance: Staff hours are 8:15 to 4:30 making it difficult to schedule appointments.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Birkes has a positive school culture and climate. The Employee Perception Survey indicates the overall staff is happy to come to work each day. Teachers are aware of their job responsibilities and do "whatever it takes" to insure the success of each student.

### **School Culture and Climate Strengths**

- Restorative discipline continues to be implemented and practiced through the implementation of Positive Behavior Intervention System (PBIS).
- Security and safety continues to be enhanced with guidance from the district Emergency Operations team.
- Staff and student presence continues to be reinforced with an emphasis placed on decreased absences.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

- We continue to provide professional development opportunities and support to build teacher capacity.
- Birkes is a desirable campus to work due to our reputation for teamwork and collaboration at all levels. We have a healthy and positive culture among staff.
- We continue to retain all staff, unless losing someone to retirement or a career change, from year-to-year.
- Transfer requests to Birkes are high.
- Our staff is highly qualified.

# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Strengths**

## Parent and Community Engagement

### Parent and Community Engagement Strengths

Parents are invited to engage in community events and meetings such as PTO, Watch Dogs, Book Fair Family Fun Night (Fall and Spring), Boosterthon Fun Run, etc.

Parents have ongoing communication with teachers via email, phone calls, texts, social media, etc.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: We have noticed a decrease in parent involvement such as our Parent Night and student conferences. **Root Cause:** Parent and Community Engagement: Due to the onset of Covid 19, parent involvement decreased.

# School Context and Organization

## School Context and Organization Strengths

# Technology

## Technology Strengths

# 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 Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Teachers will plan and implement small groups focused on strategies that are effective with special education and emergent bilingual learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Instructional Teaching Staff, and Classroom Paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Commit to implement meaningful, real-world, hands-on small group lessons in order to provide all sub-populations, specifically targeting special education and economically disadvantaged students, daily math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Instructional Teaching Staff, and Classroom Paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Commit to implement meaningful, real-world, hands-on small group lessons in order to provide all sub-populations, specifically targeting special education and emergent bilingual students, daily science instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Instructional Teaching Staff, and Classroom Paraprofessionals</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: The campus will provide 30 minutes of targeted instruction each day that includes small group instruction targeted at specific needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Instructional Teaching Staff, and Classroom Paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

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

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19. <b>Strategy's Expected Result/Impact:</b> 90% of students will show growth in math/science and/or reading <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Professional Staffing: Core Content Area Interventionist (reading) <b>Strategy's Expected Result/Impact:</b> 90% of students pulled will increase their reading level by at least one year. <b>Staff Responsible for Monitoring:</b> Principal	<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

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 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;"> <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: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 1: Student Safety:** By the end of the 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Project Safety and PBIS lessons are sent to all staff and are presented to all students. APs talk with students regarding our Code of Conduct each semester. Our campus EOP is adjusted and reviewed throughout the year, as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students are prepared for an emergency and are equipped with skills focused on creating a positive learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Teachers will monitor student attendance and contact parents when students are absent two or more days.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 96%.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Registrar</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: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Continue to implement and reinforce our PAWS matrix through PBIS.  <b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.  <b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals.  <b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will continue to be 0%  <b>Staff Responsible for Monitoring:</b> Principal, APs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals.  <b>Strategy's Expected Result/Impact:</b> Out of school suspensions will continue to be 0%.  <b>Staff Responsible for Monitoring:</b> Principal, APs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals.  <b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.  <b>Staff Responsible for Monitoring:</b> Principal, APs</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 use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors</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 10%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Incentives such as duty free lunch/recess and staff meeting recognition will be implemented each nine weeks for staff who are absent one or less times each nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Secretary</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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Campus and district level training targeting student and staff needs will be offered through our CFISD Professional Development system and campus based book studies, literacy training's, restorative practice talks, PBIS development, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students modeling and implementing positive behavior interventions and positive behaviors; fewer discipline referrals due to restorative practice implementation; targeted small group instruction based on instructional strategies</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Counselors, Classroom Teachers</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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Zoom, Schoology, Remind 101, Class Dojo, texts, phone calls, emails, etc. will be utilized to involve parents in supporting students both academically and behaviorally.</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, APs, ISS, Counselors, Classroom Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2022-2023 CPOC

Committee Role	Name	Position
Principal	Stacie Everson	Principal
Classroom Teacher	Havanna Zachary	Deaf Education Teacher
Classroom Teacher	Taylor Sipes	Special Education Teacher
Classroom Teacher	Barbara Ramirez	PK/Kindergarten Teacher
Classroom Teacher	Kristina Read	First Grade Teacher
Classroom Teacher	Stacey Clarke	Second Grade Teacher
Classroom Teacher	Laurie Ellington	Third Grade Teacher
Classroom Teacher	Tori Falleroni	Fourth Grade Teacher
Classroom Teacher	Cynthia Formas	Fifth Grade Teacher
Paraprofessional	Linda Ellison	School Secretary
Non-classroom Professional	Judi Rhymes	Nurse
District-level Professional	Traci Schluter	District School Psychologist
Parent	Lakeisha Branch	Parent
Parent	Tamaara Morris	Parent
Community Representative	Trina Frier	Community Resident
Community Representative	Penny Crowson	Community Resident
Business Representative	April Thomson	Business Representative
Business Representative	Martha Murphy	Business Representative
Classroom Teacher	Patti Paine	PE Teachers
Non-classroom Professional	Tami Scamman	Instructional Specialist
Non-classroom Professional	Kyndra Hartzler	Instructional Specialist
Non-classroom Professional	Romicka Johnson	Counselor
Non-classroom Professional	Denise Patrick	Counselor
Administrator	Lauree Johnson	Assistant Principal
Administrator	Kristi Bruns	Assistant Principal
Parent	Mandi Shustari	Parent

# 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	Birkes	All	153	125	82%	85%	79%	74	48%	51%	56%	36	24%	27%	34%		
Math	3	Birkes	Hispanic	48	35	73%	76%	81%	18	38%	50%	51%	5	10%	13%	25%		
Math	3	Birkes	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Birkes	Asian	23	22	96%	99%	84%	18	78%	81%	72%	9	39%	41%	52%		
Math	3	Birkes	African Am.	29	24	83%	86%	63%	10	34%	50%	38%	4	14%	17%	16%		
Math	3	Birkes	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Birkes	White	40	32	80%	83%	83%	19	48%	51%	63%	12	30%	33%	49%		
Math	3	Birkes	Two or More	10	9	90%	93%	88%	8	80%	83%	59%	6	60%	63%	35%		
Math	3	Birkes	Eco. Dis.	72	53	74%	77%	73%	26	36%	50%	42%	12	17%	20%	19%		
Math	3	Birkes	Emergent Bilingual	18	13	72%	75%	69%	6	33%	50%	38%	3	17%	20%	*		
Math	3	Birkes	At-Risk	78	55	71%	74%	69%	26	33%	50%	31%	10	13%	16%	21%		
Math	3	Birkes	SPED	16	6	38%	41%	54%	2	13%	50%	25%	1	6%	9%	*		
Math	4	Birkes	All	158	132	84%	87%	83%	106	67%	69%	65%	69	44%	47%	32%		
Math	4	Birkes	Hispanic	58	44	76%	79%	85%	34	59%	62%	64%	21	36%	39%	30%		
Math	4	Birkes	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Birkes	Asian	21	19	90%	93%	89%	18	86%	89%	78%	12	57%	60%	56%		
Math	4	Birkes	African Am.	17	11	65%	68%	76%	8	47%	50%	48%	5	29%	32%	18%		
Math	4	Birkes	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Birkes	White	54	51	94%	97%	81%	42	78%	81%	67%	29	54%	57%	31%		
Math	4	Birkes	Two or More	8	7	88%	91%	89%	4	50%	53%	89%	2	25%	28%	*		
Math	4	Birkes	Eco. Dis.	77	58	75%	78%	75%	41	53%	56%	53%	25	32%	35%	24%		
Math	4	Birkes	Emergent Bilingual	26	20	77%	80%	78%	11	42%	50%	61%	8	31%	34%	*		
Math	4	Birkes	At-Risk	73	50	68%	71%	71%	32	44%	50%	51%	18	25%	28%	19%		
Math	4	Birkes	SPED	20	6	30%	50%	21%	3	15%	50%	*	2	10%	13%	*		
Math	5	Birkes	All	185	170	92%	95%	85%	135	73%	76%	70%	88	48%	51%	43%		
Math	5	Birkes	Hispanic	71	64	90%	93%	80%	44	62%	65%	60%	24	34%	37%	34%		
Math	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Birkes	Asian	22	21	95%	98%	90%	19	86%	89%	85%	15	68%	71%	60%		
Math	5	Birkes	African Am.	40	35	88%	91%	71%	29	73%	76%	50%	18	45%	48%	29%		
Math	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Birkes	White	43	42	98%	100%	92%	39	91%	94%	83%	28	65%	68%	55%		
Math	5	Birkes	Two or More	8	7	88%	91%	*	4	50%	53%	*	3	38%	41	*		
Math	5	Birkes	Eco. Dis.	69	63	91%	94%	76%	44	64%	67%	58%	23	33%	36%	29%		
Math	5	Birkes	Emergent Bilingual	20	15	75%	78%	69%	10	50%	53%	62%	4	20%	23%	27%		
Math	5	Birkes	At-Risk	110	95	86%	89%	64%	63	57%	60%	51%	31	28%	31%	26%		
Math	5	Birkes	SPED	29	17	59%	62%	*	4	14%	50%	*	2	7%	10%	*		
Reading	3	Birkes	All	153	127	83%	86%	86%	95	62%	65%	64%	54	35%	38%	31%		

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	Birkes	Hispanic	48	38	79%	82%	79%	28	58%	61%	60%	13	27%	30%	30%		
Reading	3	Birkes	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Birkes	Asian	23	22	96%	99%	88%	15	65%	68%	72%	11	48%	51%	44%		
Reading	3	Birkes	African Am.	29	22	76%	79%	84%	14	48%	51%	53%	8	28%	31%	25%		
Reading	3	Birkes	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Birkes	White	40	33	83%	86%	93%	27	68%	71%	63%	17	43%	46%	27%		
Reading	3	Birkes	Two or More	10	10	100%	100%	88%	9	90%	93%	82%	4	40%	43%	35%		
Reading	3	Birkes	Eco. Dis.	72	55	76%	79%	78%	40	56%	59%	49%	21	29%	32%	25%		
Reading	3	Birkes	Emergent Bilingual	18	12	67%	70%	69%	6	33%	50%	56%	3	17%	20%	*		
Reading	3	Birkes	At-Risk	78	55	71%	74%	76%	34	44%	50%	45%	15	19%	22%	14%		
Reading	3	Birkes	SPED	16	5	31%	50%	50%	3	19%	50%	21%	2	13%	16%	*		
Reading	4	Birkes	All	158	138	87%	90%	87%	116	73%	76%	54%	69	44%	47%	22%		
Reading	4	Birkes	Hispanic	58	50	86%	89%	89%	36	62%	65%	57%	18	31%	34%	13%		
Reading	4	Birkes	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Birkes	Asian	21	19	90%	93%	96%	17	81%	84%	70%	11	52%	55%	37%		
Reading	4	Birkes	African Am.	17	13	76%	79%	85%	12	71%	74%	48%	8	47%	50%	21%		
Reading	4	Birkes	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Birkes	White	54	49	91%	94%	81%	45	83%	86%	43%	31	57%	60%	19%		
Reading	4	Birkes	Two or More	8	7	88%	91%	89%	6	75%	78%	67%	1	13%	16%	*		
Reading	4	Birkes	Eco. Dis.	77	62	81%	84%	83%	49	64%	67%	49%	22	29%	32%	15%		
Reading	4	Birkes	Emergent Bilingual	26	18	69%	72%	74%	13	50%	53%	30%	6	23%	26%	*		
Reading	4	Birkes	At-Risk	73	55	75%	78%	81%	39	53%	56%	34%	20	27%	30%	7%		
Reading	4	Birkes	SPED	20	7	35%	50%	50%	5	25%	50%	*	3	15%	18%	*		
Reading	5	Birkes	All	185	158	85%	88%	90%	131	71%	74%	74%	85	46%	49%	48%		
Reading	5	Birkes	Hispanic	71	57	80%	83%	90%	46	65%	68%	68%	27	38%	41%	38%		
Reading	5	Birkes	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Birkes	Asian	22	19	86%	89%	95%	18	82%	85%	75%	16	73%	76%	45%		
Reading	5	Birkes	African Am.	40	34	85%	88%	79%	28	70%	73%	64%	15	38%	41%	46%		
Reading	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Birkes	White	43	41	95%	98%	92%	35	81%	84%	83%	25	58%	61%	60%		
Reading	5	Birkes	Two or More	8	6	75%	78%	*	4	50%	53%	*	2	25%	28%	*		
Reading	5	Birkes	Eco. Dis.	69	57	83%	86%	84%	43	62%	65%	61%	27	39%	42%	30%		
Reading	5	Birkes	Emergent Bilingual	20	12	60%	63%	77%	7	35%	50%	42%	3	15%	18%	*		
Reading	5	Birkes	At-Risk	110	83	75%	78%	75%	58	53%	56%	49%	34	31%	34%	26%		
Reading	5	Birkes	SPED	29	13	45%	50%	60%	3	10%	50%	*	0	0%	10%	*		
Science	5	Birkes	All	185	155	84%	87%	82%	113	61%	64%	55%	49	26%	29%	28%		
Science	5	Birkes	Hispanic	71	55	77%	80%	78%	35	49%	52%	50%	10	14%	17%	24%		

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	Birkes	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Birkes	Asian	22	20	91%	94%	90%	15	68%	71%	75%	9	41%	44%	30%
Science	5	Birkes	African Am.	40	32	80%	83%	71%	22	55%	58%	39%	10	25%	28%	18%
Science	5	Birkes	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Birkes	White	43	41	95%	98%	88%	36	84%	87%	62%	19	44%	47%	37%
Science	5	Birkes	Two or More	8	7	88%	91%	*	5	63%	66%	*	1	13%	16%	*
Science	5	Birkes	Eco. Dis.	69	53	77%	80%	72%	36	52%	55%	43%	11	16%	19%	16%
Science	5	Birkes	Emergent Bilingual	20	11	55%	58%	54%	5	25%	50%	35%	0	0%	10%	*
Science	5	Birkes	At-Risk	110	81	74%	77%	62%	48	44%	50%	37%	17	15%	18%	15%
Science	5	Birkes	SPED	29	12	41%	44%	32%	3	10%	50%	*	1	3%	6%	*

# 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.