

Cypress-Fairbanks Independent School District

Keith Elementary School

2022-2023



Mission Statement

Keith Elementary is a caring community which promotes academic excellence, fosters social and emotional growth, and promotes healthy lifestyles for all students. Students' behavior will exemplify respect for others, accountability for actions and good citizenship. Our goal is to provide children educational opportunities to ensure that each child becomes a contributing and responsible member of society in the 21st century.

Vision

LEAD:

Learn

Empower

Achieve

Dream

Comprehensive Needs Assessment

Revised/Approved: September 21, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2021-22 STAAR data:

READING:

3rd grade Approaches: 86%

3rd grade Meets: 61%

3rd grade Masters: 35%

4th grade Approaches: 86%

4th grade Meets: 55%

4th grade Masters: 30%

5th grade Approaches: 96%

5th grade Meets: 70%

5th grade Masters: 51%

MATH:

3rd grade Approaches: 84%

3rd grade Meets: 51%

4th grade Meets: 50%

4th grade Masters: 33%

5th grade Approaches: 92%

5th grade Meets: 71%

5th grade Masters: 39%

WRITING:

4th grade Approaches: 85%

4th grade Meets: 51%

SCIENCE:

5th grade Approaches: 93%

5th grade Meets: 63%

5th grade Masters: 35%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our ELAR performance by students who are Economically Disadvantaged, Emergent Bilinguals, and in Special Education services needs improvement in comparison to other subgroups. **Root Cause:** RLA: We need additional training and vertical alignment in phonics in order to better support our struggling readers and writers.

Problem Statement 2: Math: Our Math performance by students who are African American, Emergent Bilinguals, and in Special Education services needs improvement in comparison to other subgroups. **Root Cause:** Math: We need to provide more opportunities for hands-on learning and small-group instruction.

Problem Statement 3: Science: Our Science performance by students in Special Education services needs improvement in comparison to other subgroups. **Root Cause:** Science: We need to prepare, plan and implement explicit teaching of vocabulary skills and hands-on investigations to develop vocabulary.

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.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

Results of the Employee Perception Survey indicate a "agree/strongly agree" response:

- * 97% - Opportunities exist for me to think for myself.
- * 96% - Opportunities for personal growth are available.
- * 96% - Opportunities are available to provide input.
- * 98% - Quality work is expected of me.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: The EPS survey indicates only 79% of staff agrees/strongly agrees with the statement "Various forms of feedback are given to me to help me improve my performance." **Root Cause:** School Culture and Climate: The administrative team needs to provide more feedback regarding teachers' instructional practices.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

According to the 2021-22 Employee Perception Survey, the culture at Keith is one where everyone is valued, intently listened to, and hard work is celebrated. "Cheers for Peers" at each staff meeting, Staff Cash for incentives, Staff shout-outs in the weekly newsletter All of our teachers are highly qualified. Teachers participate in specific professional development opportunities based on student/campus needs which results in not only the growth of our teachers' best practices but there is an increase in student achievement as indicated on STAAR and district assessments. We include teachers and additional staff on interview panels for openings. Teacher input is imperative as we continue to fill the campus with highly qualified staff members who share the same goals and vision for educating our students. Staff members are committed to the students and their success. CF-TESS gives teachers the opportunity to set goals that impact their overall growth as an educator. Teachers continue to learn and implement best practices in order to meet the specific needs of their students. Teachers primarily set goals to provide more differentiated and student-centered instruction in order to best meet the needs of the students. Campus administrators have an open-door policy and the staff feels comfortable talking openly with them. Professional development opportunities were provided throughout the year based on teacher and student needs across all grade levels and content areas.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There is a pattern of absences on Mondays and/or Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: We need to encourage our staff to only use personal days when absolutely necessary.

Parent and Community Engagement

Parent and Community Engagement Strengths

* Meet the Teacher was face-to-face, and almost all parents attended. * Curriculum Night- A virtual slide deck was shared with all parents so they could continue to reference it all year long. * Keith Horizons Showcase- A horizons showcase was held on campus, and the students and parents gave positive reports. Additionally, a vertical horizons showcase was held at CyWoods High School, and Keith had the maximum number of students participate. Keith also utilized the district virtual Horizons Showcase. * Music programs- K, 2nd grade, and 3rd grade held in-person music programs. The 4th-grade program was held virtually. * Sock Hop- Sock Hop was held in person and was extremely successful in bringing in community participation. * McTeacher Night and Spring Creek BBQ night allows our teachers to interact with our students in the community. * Monthly newsletter and calendar

* A myriad of volunteer opportunities are regularly available with all spots filled (i.e. Watch DOGS, science demos, library volunteers, tutors, parent readers, spirit store, etc).

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Participation of parents across all sub-groups and economical backgrounds is unequal. **Root Cause:** Parent and Community Engagement: We need to offer events at various times throughout the day and offer virtual streaming when appropriate.

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>Strategy 1: RLA: Keith Elementary teachers will increase their knowledge of phonics through active participation in ongoing professional development sessions and collaborative planning sessions. Vertical alignment of phonics instruction will be supported through collaborative planning sessions.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Keith Elementary teachers will provide more opportunities for hands-on learning during independent activities and small group lessons. Additional manipulatives will be purchased to support these activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Keith Elementary teachers will provide more opportunities for hands-on learning during science labs, independent activities, and small group lessons in order to build schema for our students. Additional materials will be purchased to support these activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs and Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Keith Elementary teachers will purposefully plan and implement vocabulary lessons and activities to support our students who are learning English as a second language and students in special education.</p> <p>Strategy's Expected Result/Impact: Students in our EB and SPED sub-populations will meet or exceed CIP targets.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will eliminate the learning gap and increase the amount of quality learning time during the school day. Teachers will provide 25 minutes of targeted instruction each day that includes:</p> <ul style="list-style-type: none"> * Dedicated learning time focused on struggling students * Dedicated learning time focused on high achievers * Dedicated learning time to facilitate small group instruction to grow ALL learners * Dedicated time to minimize the summer slide <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 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		
<p>Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: By the end of the 22-23 school year, 90% of the students participating in the before/after school tutoring program will meet end of year standards in the targeted content area. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core content area interventionist (math) Strategy's Expected Result/Impact: By the end of the 22-23 school year, 90% of the targeted students working with the interventionist will meet end of year standards in math. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: Shonda Guthrie will provide ongoing professional development in the area of phonics and the science of reading for our PK-2 grade ELAR teachers Strategy's Expected Result/Impact: By the end of the 22-23 school year, 90% of students in grades K-2 will be reading on grade level. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p>	Formative		
	Nov	Feb	May
			
 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		
<p>Strategy 1: State Compensatory Education: Pull-out tutoring will be provided for students who are in danger of failing the STAAR. Funds will be used for payroll for temporary workers.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-23 school year, 90% of the students supported by the temporary worker will reach the "approaches" standard on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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>Strategy 1: Campus Safety: Safety training will occur regularly during faculty meetings, grade-level meetings, and/or professional development days. Staff will participate in Civilian Response to Active Shooter Training prior to the first day of school.</p> <p>Strategy's Expected Result/Impact: Keith staff will be able to direct and assist all students and staff during any type of emergency situation.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary</p>	Formative		
	Nov	Feb	May
			
 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>Strategy 1: Student Attendance: The Keith staff will recognize students with perfect attendance each nine weeks. The staff will also recognize students with perfect attendance for the school year in May.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95% every nine weeks.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar and classroom teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student Attendance: Communication will be shared with parents in newsletters and teacher emails to encourage student attendance daily. A visual aid will be made available in the front office to share attendance rates with stakeholders.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95% every nine weeks.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar, and classroom teachers</p>	Formative		
	Nov	Feb	May
			
 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 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>Strategy 1: Restorative Discipline: All staff members will effectively use school-wide PBIS systems to teach expectations and reward students according to our Keith PBIS matrix. Professional development will be provided to reinforce staff understanding of PBIS systems.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, Counselors, AP secretary, PBIS data committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Assistant Principals will provide professional development on restorative discipline practices during staff meetings and/or grade level meetings in order to support all students.</p> <p>Strategy's Expected Result/Impact: In School Suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, AP secretary, PBIS data committee</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out-of-School Suspensions: Each homeroom will facilitate class meetings to build community, develop social skills, and address concerns or issues in the classroom, school, etc. The assistant principals and behavior interventionist will support students that are exhibiting difficulty with social skills during individual or small group lessons.</p> <p>Strategy's Expected Result/Impact: The out-of-school suspension rate will be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, Counselors, AP secretary, PBIS data committee and teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: The Keith staff will serve as mentors for students that are having a difficult time following the Keith PBIS matrix.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements will continue to be at 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, Counselors, AP secretary, PBIS data committee, and teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Teachers and students will participate in classroom guidance lessons to address core essential skills on a monthly basis. All staff will be provided with training on restorative practices and culturally responsive teaching.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be at 0%.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Behavior Interventionist, Assistant Principals, 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 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff members with perfect attendance will be recognized during the monthly staff meetings.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, AP Secretary, Campus Secretary</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 participate in 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>Strategy 1: High-Quality Professional Development: Professional development opportunities at Keith for the 22-23 school year will be individualized based on teacher needs. Increased opportunities for feedback will be an area of focus.</p> <p>Strategy's Expected Result/Impact: Keith staff will report at 90% or above on the Employee Perception Survey that they "agree" or "strongly agree" professional development opportunities met their needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Staff Development liaison</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 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents and guardians will be invited to attend and/or volunteer at a variety of school events to increase their knowledge of our curriculum and/or to celebrate students' achievements. We hope to increase the number of opportunities for on-campus events.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Campus Secretary, and PTO</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>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Julie Clements	Principal
Classroom Teacher	Lauren Harr	Pre-K Teacher
Classroom Teacher	Shari Wessels	Kindergarten Teacher
Classroom Teacher	Taylor Alcorn	1st Grade Teacher
Classroom Teacher	Corianne Reed	2nd Grade Teacher
Classroom Teacher	Katie Caldera	3rd Grade Teacher
Classroom Teacher	Susan Loveless	4th Grade Teacher
Classroom Teacher	Denise Barlow	5th Grade Teacher
Classroom Teacher	Sarah Godinich	SpED Teacher
Classroom Teacher	David Dissly	Large Group Teacher
Classroom Teacher	Karen Dusek	Lifeskills Teacher
Non-classroom Professional	Tara Brown	ELAR IS
Math/Science Instructional Specialist	Stefanie Harris	Math/Science IS
District-level Professional	Stefanie Ware	Administrator (LEA) #1
Non-classroom Professional	Nicole Carroll	Non-teaching professional
Non-classroom Professional	Lisa Sudtelgte	Counselor
Parent	Charlene Aldridge	Community Resident #1
Community Representative	Kathlene Covey	Community Resident #2
Business Representative	Jenna Bradburn	Business Representative #1
Business Representative	Patricia James	Business Representative #2
Paraprofessional	Tina Emerson	Campus Secretary
Administrator	Marla Tolls	Assistant Principal
Administrator	Tara Wehmeyer	Assistant Principal
Non-classroom Professional	Elizabeth Budnek	Librarian
Non-classroom Professional	Diana Blanks	School Nurse

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	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Keith	White	76	70	92%	94%	91%	61	80%	81%	67%	42	55%	56%	33%
Reading	3	Keith	Two or More	7	6	86%	88%	100%	5	71%	72%	80%	3	43%	44%	*
Reading	3	Keith	Eco. Dis.	48	41	85%	87%	84%	33	69%	70%	63%	22	46%	47%	22%
Reading	3	Keith	Emergent Bilingual	14	9	64%	66%	82%	9	64%	65%	53%	7	50%	51%	*
Reading	3	Keith	At-Risk	57	45	79%	81%	85%	34	60%	61%	57%	25	44%	45%	25%
Reading	3	Keith	SPED	15	6	40%	50%	81%	5	33%	35%	33%	5	33%	34%	*
Reading	4	Keith	All	200	183	92%	94%	92%	146	73%	74%	71%	84	42%	43%	36%
Reading	4	Keith	Hispanic	49	46	94%	96%	86%	35	71%	72%	62%	20	41%	42%	22%
Reading	4	Keith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Keith	Asian	24	20	83%	85%	100%	15	63%	64%	100%	8	33%	34%	60%
Reading	4	Keith	African Am.	27	25	93%	95%	90%	16	59%	60%	55%	9	33%	34%	30%
Reading	4	Keith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Keith	White	89	82	92%	94%	92%	71	80%	81%	71%	42	47%	48%	37%
Reading	4	Keith	Two or More	10	9	90%	92%	100%	8	80%	81%	56%	5	50%	51%	*
Reading	4	Keith	Eco. Dis.	55	48	87%	89%	89%	36	65%	66%	64%	19	35%	36%	30%
Reading	4	Keith	Emergent Bilingual	18	13	72%	74%	80%	8	44%	45%	60%	4	22%	23%	33%
Reading	4	Keith	At-Risk	82	66	80%	82%	86%	41	50%	51%	60%	18	22%	23%	28%
Reading	4	Keith	SPED	22	15	68%	70%	56%	9	41%	42%	31%	2	9%	10%	*
Reading	5	Keith	All	200	188	94%	96%	92%	160	80%	81%	73%	116	58%	5900%	40%
Reading	5	Keith	Hispanic	50	46	92%	94%	95%	36	72%	73%	77%	24	48%	49%	45%
Reading	5	Keith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Keith	Asian	34	34	100%	100%	85%	33	97%	98%	62%	30	88%	89%	23%
Reading	5	Keith	African Am.	19	17	89%	91%	84%	14	74%	75%	60%	9	47%	48%	32%
Reading	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Keith	White	85	79	93%	95%	94%	66	78%	79%	75%	48	56%	57%	43%
Reading	5	Keith	Two or More	11	11	100%	100%	91%	10	91%	92%	82%	5	45%	46%	*
Reading	5	Keith	Eco. Dis.	59	55	93%	95%	83%	48	81%	82%	67%	39	66%	67%	22%
Reading	5	Keith	Emergent Bilingual	19	16	84%	86%	72%	13	68%	69%	39%	8	42%	43%	*
Reading	5	Keith	At-Risk	110	98	89%	91%	82%	77	70%	71%	51%	49	45%	46%	18%
Reading	5	Keith	SPED	15	9	60%	62%	57%	7	47%	48%	*	3	20%	21%	*
Science	5	Keith	All	200	184	92%	94%	87%	133	67%	68%	61%	71	36%	37%	31%
Science	5	Keith	Hispanic	50	46	92%	94%	88%	25	50%	51%	57%	8	16%	17%	36%
Science	5	Keith	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Keith	Asian	34	32	94%	96%	81%	29	85%	86%	58%	22	65%	66%	27%
Science	5	Keith	African Am.	19	18	95%	96%	76%	10	53%	54%	56%	3	16%	17%	*
Science	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Keith	White	85	77	91%	93%	89%	60	71%	72%	65%	34	40%	41%	34%
Science	5	Keith	Two or More	11	10	91%	93%	100%	8	73%	74%	64%	3	27%	28%	*
Science	5	Keith	Eco. Dis.	59	55	93%	95%	81%	34	58%	59%	50%	14	24%	25%	22%
Science	5	Keith	Emergent Bilingual	19	18	95%	96%	72%	11	58%	59%	28%	5	26%	27%	*
Science	5	Keith	At-Risk	110	96	87%	89%	77%	60	55%	56%	44%	31	28%	29%	15%
Science	5	Keith	SPED	15	9	60%	62%	57%	4	27%	29%	*	2	13%	14%	*

Early Childhood Literacy Board Outcome Goal

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

		KEITH	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)	
		Reading		All	Target and Actual Rate	64%	61%	66%	79%	68%
Total Number Meets or Higher					104		121			
Total Number Tested					171		154			
Points away from or above target					-3		+13			
Difference from Prior Year							+18			
Growth from Prior Year							30%			
Hispanic	Target and Actual Rate			54%	67%	56%	65%	58%	61%	64%
	Total Number Meets or Higher				28		22			
	Total Number Tested				42		34			
	Points away from or above target				+13		+9			
	Difference from Prior Year						-2			
	Growth from Prior Year						-3%			
White	Target and Actual Rate			60%	66%	62%	82%	64%	67%	70%
	Total Number Meets or Higher				54		62			
	Total Number Tested				82		76			
	Points away from or above target				+6		+20			
	Difference from Prior Year						+16			
	Growth from Prior Year						24%			
Eco. Disadv.	Target and Actual Rate			53%	48%	55%	70%	57%	60%	63%
	Total Number Meets or Higher				21		33			
	Total Number Tested		44		47					
	Points away from or above target		-5		+15					
	Difference from Prior Year				+22					
	Growth from Prior Year				46%					
EL (Current & Monitored)	Target and Actual Rate	68%	48%	70%	77%	72%	75%	78%		
	Total Number Meets or Higher		10		27					
	Total Number Tested		21		35					
	Points away from or above target		-20		+7					
	Difference from Prior Year				+29					
	Growth from Prior Year				60%					
Cont. Enrolled	Target and Actual Rate	64%	63%	66%	80%	68%	71%	74%		
	Total Number Meets or Higher		90		105					
	Total Number Tested		143		132					
	Points away from or above target		-1		+14					
	Difference from Prior Year				+17					
	Growth from Prior Year				27%					

Early Childhood Math Board Outcome Goal

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

		KEITH	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	71%	51%	73%	64%	75%	78%	81%
		Total Number Meets or Higher		87		99			
		Total Number Tested		171		154			
		Points away from or above target		-20		-9			
		Difference from Prior Year				+13			
		Growth from Prior Year				25%			
	Hispanic	Target and Actual Rate	59%	50%	61%	59%	63%	66%	69%
		Total Number Meets or Higher		21		20			
		Total Number Tested		42		34			
		Points away from or above target		-9		-2			
		Difference from Prior Year				+9			
		Growth from Prior Year				18%			
	White	Target and Actual Rate	79%	60%	81%	61%	83%	86%	89%
		Total Number Meets or Higher		49		46			
		Total Number Tested		82		76			
		Points away from or above target		-19		-20			
		Difference from Prior Year				+1			
		Growth from Prior Year				2%			
	Eco. Disadv.	Target and Actual Rate	61%	32%	63%	57%	65%	68%	71%
		Total Number Meets or Higher		14		27			
		Total Number Tested		44		47			
		Points away from or above target		-29		-6			
		Difference from Prior Year				+25			
		Growth from Prior Year				78%			
EL (Current & Monitored)	Target and Actual Rate	68%	33%	70%	74%	72%	75%	78%	
	Total Number Meets or Higher		7		26				
	Total Number Tested		21		35				
	Points away from or above target		-35		+4				
	Difference from Prior Year				+41				
	Growth from Prior Year				124%				
Cont. Enrolled	Target and Actual Rate	72%	53%	74%	66%	76%	79%	82%	
	Total Number Meets or Higher		76		87				
	Total Number Tested		143		132				
	Points away from or above target		-19		-8				
	Difference from Prior Year				+13				
	Growth from Prior Year				25%				

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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 (2nd-5th)
 - 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 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including “what do you notice/wonder” and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use 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, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize 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.