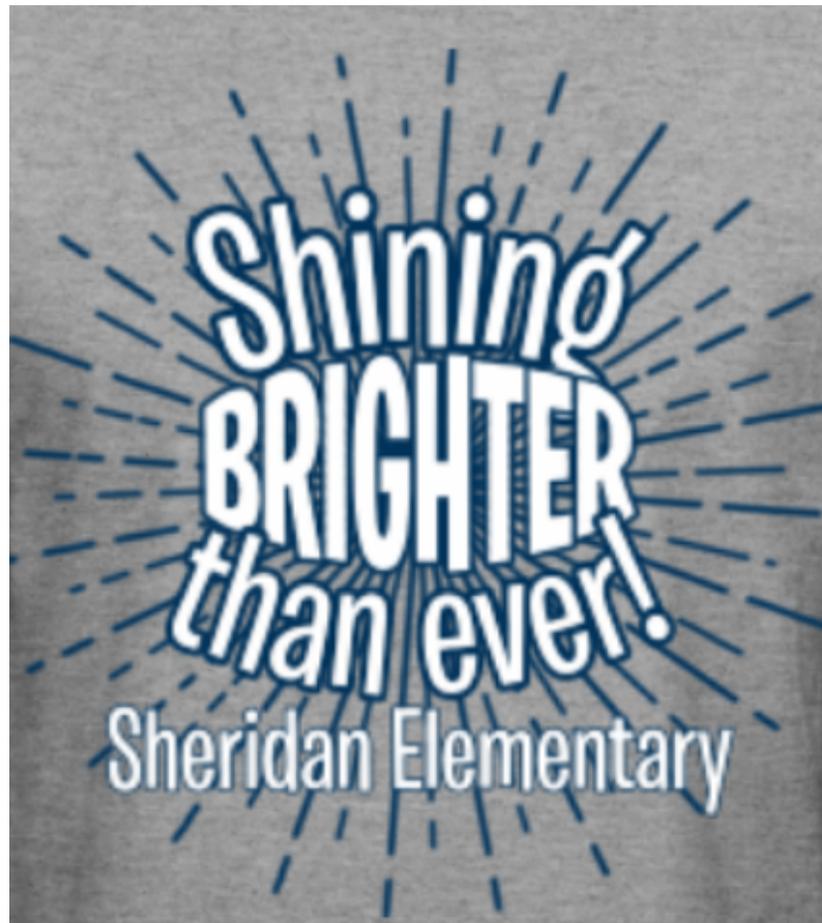


Cypress-Fairbanks Independent School District

Sheridan Elementary School

2022-2023



Mission Statement

Sheridan will:

«Maintain high expectations and promote academic excellence for all.

«Create an environment in which all students and adults feel welcomed, respected, trusted, and engaged.

«Create an environment where we learn together and support each other.

«Foster a positive school climate of a caring community which respects and values diversity.

Vision

We believe all students can learn to their fullest capacity.

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 Strengths

Based on 2020-21 STAAR data, our students performed at the following levels (all grade levels and content areas combined):

Approaches Performance Level: 62%

Meets Performance Level: 32%

Masters Performance Level: 12%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Sped and Emergent Bilingual students groups are under performing in Reading in approaches, meet, and masters on the STAAR. **Root Cause:** RLA: The lack of teacher knowledge and expertise to adapt the curriculum to meet the needs of these students.

Problem Statement 2: Math: African American and SPED student populations scored significantly lower than our ALL population at the approaches level on STAAR. **Root Cause:** Math: The lack of teacher expertise and knowledge to adapt the curriculum to meet the needs of our African American and SPED students.

Problem Statement 3: Science: Our African American and Sped. student groups did not score at the same meets and masters levels as the other student groups. **Root Cause:** Science: Teachers did not consistently give the students the hands-on experiences students needed and data to differentiate instruction for small groups.

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.

School Culture and Climate

School Culture and Climate Strengths

Our goal to create positive relationships with our parents made an impact on the number of parents attending school events.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Family Involvement has declined. **Root Cause:** School Culture and Climate: We have not been focused on building positive relationships with our families. We lost sight of the impact that parent involvement can have on student achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Increased attendance in Science content training's.

Increased number of staff holding share sessions with campus teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff Absences are high in the months of October and February **Root Cause:** Teacher/Paraprofessional Attendance: Stress levels are high these months due to testing and lack of holidays.

Parent and Community Engagement

Parent and Community Engagement Strengths

We had an increase of parents attending our parent academies compared to past open house events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Our parents and members of the community did not feel invited and welcomed in our building. **Root Cause:** Parent and Community Engagement: We did not build an equitable partnership with families where they felt like an equal partner.

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, Math, and Science results

Next Year's Recommendation: Continue with this plan

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Reading interventionists will push into classrooms to grow our young readers.</p> <p>The Language Arts Instructional Specialists will help teachers unpack the reading, language, and vocabulary teaching points, found or used by the author and illustrator within the mentor text.</p> <p>We will hold guided reading training's, professional development, and a book study for K-3 teachers to promote teacher knowledge about implementing effective guided reading practices to increase student reading levels and comprehension.</p> <p>We will purchase student book bags K-3 to use during the reading workshop to organize students reading materials. We will provide each student K-2 with decodable readers and take-home reading envelopes to promote reading at home.</p> <p>Students will attend STAAR reading camps in 3-5 and tutoring in 1st-5th grade. Parents will be encouraged to participate in parent academies to learn strategies to help their children at home.</p> <p>We will have collaborative planning based on rigor and relevance and offer long-range planning after school.</p> <p>Kinder-third grade students, Instructional Specialists, Assistant Principals, along with Reading Interventionists are participating in The Texas Reading Academy.</p> <p>Easels will be purchased for Kinder-2nd grade ELA teachers for Shared Reading and Writing lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Math instructional specialist will visit classrooms to make sure strategies discussed during collaborative planning sessions are being implemented. We will encourage teachers to attend district professional development, and will provide math professional development opportunities on campus to increase knowledge and vertical alignment.</p> <p>During collaborative planning, we will coach teachers to increase the rigor and relevance in classroom instruction. We will encourage teams of teachers to long-range plan for upcoming units of study and discuss relevant, age-appropriate strategies.</p> <p>We will purchase more math manipulatives to provide our students with more hands-on experiences.</p> <p>Students will attend STAAR camps in 3-5 and tutoring in 1st-5th grade. Parents will be encouraged to attend with their child to Game Night and Parent Academies to learn strategies to help their child at home.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will work with teachers on ways to increase rigor and relevance in teaching practices including hands-on learning and high-level questioning.</p> <p>Professional Development will be provided on small group instruction and use of science equipment.</p> <p>We will purchase science consumables for hands-on science lessons.</p> <p>Students will attend 5th grade Science STAAR camps and tutoring, and parents and students are encouraged to participate in the science fair in the spring. Third and fifth-grade students will attend Nature Trails for hands-on relevant science experiments and observations. First through fifth grade students will attend monthly garden lesson that focus on the changes in a garden throughout the year.</p> <p>K-5th grade students will go on a field trip to build background knowledge.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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 5 Details	Formative Reviews		
<p>Strategy 5: 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: focused small group instruction, and push in support from interventionists and ISs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in social character building through Bringing Out your Best/Character Education Program, and Sanford Harmony.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, (AA, SPED, Emergent Bilingual) 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>Strategy's Expected Result/Impact: Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.</p> <ol style="list-style-type: none"> Salaries: Interventionist will assist 1st grade students in reaching their reading goals. Undetermined classroom paras will assist classroom teachers so that students will meet their instructional goals. Add a 5th grade teacher to reduce classroom sizes in order for students to meet their instructional goals. Extra Duty: 1st - 5th grade teachers will tutor students, focusing on the students groups listed above so that they (students) meet or exceed their instructional goals. Contracted Services: Hands-on Science enrichment experiences through virtual learning with the Garden Lady. Instructional Supplies: Sheridan will purchase high-interest books for teachers to read aloud, library books, online educational resources to enrich the curriculum, printer ink to support teachers' materials in the classroom, Science consumables to enrich the science curriculum to support hands-on labs, math manipulatives to supplement curriculum to support hands-on math concepts, and any additional supplies to help students reach their expected targets on the CIP target table. Provide rolling easels to enhance classroom instruction. <p>Staff Responsible for Monitoring: Principal, APs, ISs</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		
Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: 90% of the students not meeting BOY math/reading standards will meet the EOY standard. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area interventionist (reading) Strategy's Expected Result/Impact: 80% of the students working with the Reading Interventionist will score Approaches or higher on the STAAR assessment. Staff Responsible for Monitoring: Principal	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 (SCE): Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal</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 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: Staff will be trained on safety procedures and protocols during after school staff meetings. Strategy's Expected Result/Impact: Staff will appropriately respond to safety drills and actions. Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative		
	Nov	Feb	May
	 40%	 80%	 100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
	 35%	 80%	 100%
 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: Teachers will reach out to guardians of students who are not in attendance for two consecutive days.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, 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>Strategy 1: Restorative Discipline: PBIS strategies will be implemented campus wide, including the use of the PBIS Rewards app to ensure that students can be positively rewarded for appropriate behaviors. A campus Spirit Store will be available for students to "buy" tangible reward with their PBIS points.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Principal, PBIS Committee, Teachers, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: The Behavior Interventionist will present cultural awareness Professional Development to all staff members to support our African American students.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will decrease by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: The PBIS Committee will provide Professional Development to staff to support restorative discipline practices.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: The campus will continue to implement PBIS with fidelity.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will be remain at 0%</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: The PBIS Committee will address behaviors, including any violent incidents on campus, and will reference the CFISD Report on Violence and Violence Prevention.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Building better relationships: Teachers will be given the opportunity to attend a Capturing Kid's Hearts workshop.</p> <p>Strategy's Expected Result/Impact: The relationship between teacher and student will improve the learning environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, PBIS Committee</p>	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Increase staff appreciation activities to monthly events. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, APs</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
Strategy 1: High-Quality Professional Development to build teacher's content knowledge. Strategy's Expected Result/Impact: Implementation of small groups, increased rigorous teaching practices... Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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>Strategy 1: Parent and Family Engagement: We will provide materials to our families that do not have access to academic resources.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Parent Involvement activities include, Parent Academies- Fall and Spring, Drive through Book Bus - 2 events, Family game night - Fall event, Science Fair - Spring event, and We are the World cultural event. Extra duty pay for teachers to attend will be provided in order to support students in reaching their target on the CIP target table.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists</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	Rene McIntyre	Principal
Classroom Teacher	Elena Tackett	PK Teacher
Classroom Teacher	Tara Alatorre	Kindergarten Teacher
Classroom Teacher	Allison Vergara	1st Grade Teacher
Classroom Teacher	Stacey Bagley	2nd Grade Teacher
Classroom Teacher	Sulma Arriaza	3rd Grade Teacher
Classroom Teacher	Tyler Schneider	4th Grade Teacher
Classroom Teacher	Angele Muhammad	5th Grade Teacher
Classroom Teacher	Melissa Manning	Art Teacher
Administrator	Mindy Hidalgo	Other School Leader #1
Non-classroom Professional	Jennifer Gallier	Other School Leader #2
Administrator	Jessica Jahn	Other School Leader #3
Non-classroom Professional	Tegan Ogilvie	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	add name	Administrator (LEA) #2
Parent	Holly Burton	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Kimberly Chapman	Paraprofessional #1
Paraprofessional	Wynetta Davis	Paraprofessional #2
Non-classroom Professional	Teronna Richard	Other School Leader #5
Classroom Teacher	Haley Thomas	Special Education Teacher
Non-classroom Professional	Shirleyria Hughes	Other School Leader #6
Librarian	Tiarra Mendivil	Media Specialist

Committee Role	Name	Position
Non-classroom Professional	Kristie Bernal	Other School Leader #7

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	Sheridan	White	10	8	80%	85%	80%	7	70%	75%	35%	4	40%	45%	*
Reading	3	Sheridan	Two or More	*	*	*	*	67%	*	*	*	56%	*	*	*	*
Reading	3	Sheridan	Eco. Dis.	149	115	77%	82%	73%	70	47%	52%	47%	28	19%	24%	20%
Reading	3	Sheridan	Emergent Bilingual	33	23	70%	75%	81%	13	39%	44%	56%	4	12%	17%	20%
Reading	3	Sheridan	At-Risk	123	89	72%	77%	68%	46	37%	42%	39%	17	14%	19%	13%
Reading	3	Sheridan	SPED	27	12	44%	49%	53%	5	19%	24%	27%	1	4%	9%	*
Reading	4	Sheridan	All	205	162	79%	84%	78%	103	50%	55%	38%	42	20%	25%	14%
Reading	4	Sheridan	Hispanic	104	86	83%	88%	79%	57	55%	60%	43%	28	27%	32%	17%
Reading	4	Sheridan	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Sheridan	Asian	6	6	100%	100%	100%	5	83%	88%	*	0	0%	5%	*
Reading	4	Sheridan	African Am.	70	50	71%	76%	75%	29	41%	46%	30%	7	10%	15%	10%
Reading	4	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Sheridan	White	20	16	80%	85%	75%	12	60%	65%	58%	7	35%	40%	*
Reading	4	Sheridan	Two or More	5	4	80%	85%	83%	0	0%	5%	*	0	0%	5%	*
Reading	4	Sheridan	Eco. Dis.	156	122	78%	83%	77%	77	49%	54%	34%	31	20%	25%	12%
Reading	4	Sheridan	Emergent Bilingual	52	42	81%	86%	65%	20	38%	43%	26%	3	6%	11%	*
Reading	4	Sheridan	At-Risk	143	105	73%	78%	70%	57	40%	45%	25%	18	13%	18%	10%
Reading	4	Sheridan	SPED	23	12	52%	57%	42%	5	22%	27%	*	3	13%	18%	*
Reading	5	Sheridan	All	208	169	81%	86%	83%	120	58%	63%	58%	85	41%	46%	30%
Reading	5	Sheridan	Hispanic	105	83	79%	84%	89%	62	59%	64%	65%	47	45%	50%	32%
Reading	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Sheridan	Asian	10	10	100%	100%	86%	8	80%	85%	86%	6	60%	65%	*
Reading	5	Sheridan	African Am.	68	55	81%	86%	75%	34	50%	55%	46%	25	37%	42%	24%
Reading	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Sheridan	White	18	15	83%	88%	80%	10	56%	61%	60%	4	22%	27%	40%
Reading	5	Sheridan	Two or More	6	5	83%	88%	*	5	83%	88%	*	2	33%	38%	*
Reading	5	Sheridan	Eco. Dis.	158	123	78%	83%	85%	85	54%	59%	58%	63	40%	45%	30%
Reading	5	Sheridan	Emergent Bilingual	46	30	65%	70%	84%	21	46%	51%	56%	12	26%	31%	20%
Reading	5	Sheridan	At-Risk	162	129	80%	85%	79%	87	54%	59%	51%	58	36%	41%	24%
Reading	5	Sheridan	SPED	27	10	37%	42%	48%	6	22%	27%	23%	3	11%	16%	*
Science	5	Sheridan	All	206	149	72%	77%	64%	84	41%	46%	32%	38	18%	23%	12%
Science	5	Sheridan	Hispanic	105	76	72%	77%	65%	39	37%	42%	38%	20	19%	24%	15%
Science	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	Asian	10	10	100%	100%	71%	8	80%	85%	*	6	60%	65%	*
Science	5	Sheridan	African Am.	66	43	65%	70%	56%	25	38%	43%	20%	7	11%	16%	8%
Science	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	White	18	14	78%	83%	84%	8	44%	49%	47%	3	17%	22%	*
Science	5	Sheridan	Two or More	6	5	83%	88%	*	3	50%	55%	*	1	17%	22%	*
Science	5	Sheridan	Eco. Dis.	158	109	69%	74%	63%	62	39%	44%	30%	27	17%	22%	12%
Science	5	Sheridan	Emergent Bilingual	46	25	54%	59%	56%	13	28%	33%	27%	5	11%	16%	*
Science	5	Sheridan	At-Risk	160	110	69%	74%	57%	58	36%	41%	25%	26	16%	21%	10%
Science	5	Sheridan	SPED	27	8	30%	35%	35%	5	19%	24%	19%	1	4%	9%	*

Early Childhood Literacy Board Outcome Goal

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

		SHERIDAN	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	34%	31%	36%	52%	38%	41%	44%
		Total Number Meets or Higher		49		86			
		Total Number Tested		156		165			
		Points away from or above target		-3		+16			
		Difference from Prior Year				+21			
		Growth from Prior Year				68%			
	African American	Target and Actual Rate	30%	18%	32%	55%	34%	37%	40%
		Total Number Meets or Higher		9		36			
		Total Number Tested		51		66			
		Points away from or above target		-12		+23			
		Difference from Prior Year				+37			
		Growth from Prior Year				206%			
	Hispanic	Target and Actual Rate	36%	35%	38%	48%	40%	43%	46%
		Total Number Meets or Higher		29		37			
		Total Number Tested		83		77			
		Points away from or above target		-1		+10			
		Difference from Prior Year				+13			
		Growth from Prior Year				37%			
	Eco. Disadv.	Target and Actual Rate	33%	29%	35%	50%	37%	40%	43%
		Total Number Meets or Higher		32		69			
		Total Number Tested		112		137			
		Points away from or above target		-4		+15			
		Difference from Prior Year				+21			
		Growth from Prior Year				72%			
EL (Current & Monitored)	Target and Actual Rate	31%	35%	33%	49%	35%	38%	41%	
	Total Number Meets or Higher		22		24				
	Total Number Tested		63		49				
	Points away from or above target		+4		+16				
	Difference from Prior Year				+14				
	Growth from Prior Year				40%				
Cont. Enrolled	Target and Actual Rate	37%	34%	39%	57%	41%	44%	47%	
	Total Number Meets or Higher		36		64				
	Total Number Tested		106		112				
	Points away from or above target		-3		+18				
	Difference from Prior Year				+23				
	Growth from Prior Year				68%				
Non-Cont. Enrolled	Target and Actual Rate	27%	26%	29%	42%	31%	34%	37%	
	Total Number Meets or Higher		13		22				
	Total Number Tested		50		53				
	Points away from or above target		-1		+13				
	Difference from Prior Year				+16				
	Growth from Prior Year				62%				

Early Childhood Math Board Outcome Goal

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

		SHERIDAN	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
		Math	All	Target and Actual Rate	39%	31%	41%	32%	43%
Total Number Meets or Higher				49		52			
Total Number Tested				157		165			
Points away from or above target				-8		-9			
Difference from Prior Year						+1			
Growth from Prior Year						3%			
African American	Target and Actual Rate		33%	20%	35%	26%	37%	40%	43%
	Total Number Meets or Higher			10		17			
	Total Number Tested			51		66			
	Points away from or above target			-13		-9			
	Difference from Prior Year					+6			
	Growth from Prior Year					30%			
Hispanic	Target and Actual Rate		42%	31%	44%	31%	46%	49%	52%
	Total Number Meets or Higher			26		24			
	Total Number Tested			84		77			
	Points away from or above target			-11		-13			
	Difference from Prior Year					0			
	Growth from Prior Year					0%			
Eco. Disadv.	Target and Actual Rate		34%	30%	36%	31%	38%	41%	44%
	Total Number Meets or Higher			34		43			
	Total Number Tested			113		137			
	Points away from or above target			-4		-5			
	Difference from Prior Year					+1			
	Growth from Prior Year					3%			
EL (Current & Monitored)	Target and Actual Rate	38%	34%	40%	41%	42%	45%	48%	
	Total Number Meets or Higher		22		20				
	Total Number Tested		64		49				
	Points away from or above target		-4		+1				
	Difference from Prior Year				+7				
	Growth from Prior Year				21%				
Cont. Enrolled	Target and Actual Rate	41%	34%	43%	37%	45%	48%	51%	
	Total Number Meets or Higher		36		41				
	Total Number Tested		107		112				
	Points away from or above target		-7		-6				
	Difference from Prior Year				+3				
	Growth from Prior Year				9%				
Non-Cont. Enrolled	Target and Actual Rate	33%	26%	35%	21%	37%	40%	43%	
	Total Number Meets or Higher		13		11				
	Total Number Tested		50		53				
	Points away from or above target		-7		-14				
	Difference from Prior Year				-5				
	Growth from Prior Year				-19%				

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 (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.