

# Cypress-Fairbanks Independent School District

## Adam Elementary School

2023-2024



# Mission Statement

District Mission Statement:

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

Adam Mission Statement:

Our Adam community puts kids first by building strong relationships through an engaging learning environment that is positive, challenging, and fun. We believe encouragement, patience, high expectations, and quality instruction will lead to the academic success of all our students.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Adam is a campus in Houston, Texas. Adam Elementary opened its doors in 1972. Adam is projected to serve 1050 students in grades PK - 5 during the 2023-2024 school year, which is an increase from the previous year of 850.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Adam's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- We reviewed end-of-year data in May 2023 to begin the campus needs assessment process.
- The CPOC met on September 26, 2023, to continue to review data.
- The committee reviewed problem statements, root causes, objectives, and strategies.
- We concluded that our campus goals, objectives, and strategies needed to be modified to include a focus on quality first instruction.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 8, 2023, and again on September 26, 2023, to develop and finalize the CNA. The meetings were held in the Art room at 4:30 p.m.

At the first meeting on May 8, 2023, principal Carrie McCollister asked the CPOC to conduct the final strategy review for the school year. Groups reviewed strategies and assigned percentages for the end of the year. Then, the committee collaborated to list campus strengths and needs headed into the 2023-2024 school year. The committee discussed possible strategies for the upcoming school year and agreed that a focus on first instruction was needed. The CPOC also reviewed a draft of the Title 1 budget for the 2023-2024 school year.

At the second meeting on September 26, 2023, the CPOC reviewed STAAR data for 2022-2023 and reviewed strengths and needs. The CPOC was informed of the delay of accountability data and that the CPOC would review more accountability data at the November CPOC meeting. The committee discussed problem statements and root causes. The committee agreed that a focus on quality first instruction was needed. Objectives and strategies were discussed, reviewed, and agreed upon.

The problem statements and root causes are listed in each section of the needs assessment.

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem in the area of student achievement, specifically in Reading/Language Arts, is that our white student sub-pop is scoring significantly higher than all other sub-pops at the Meets and Masters levels. Through the root cause analysis process, we identified that we need to plan explicit and systematic first instruction and purposeful small group instruction to close achievement gaps between sub-pops.

Our second identified priority problem in the area of student achievement, specifically in Math, is that our white student sub-pop is scoring significantly higher than all other sub-pops at the Meets and Masters levels. Through the root cause analysis process, we identified that we need to plan and implement explicit first instruction based on student needs.

Our third identified priority problem is in the area of attendance, specifically that our student attendance rate is under 95%. Through the root cause analysis process, we identified that campus staff needs to develop stronger communication with parents about the importance of remaining in school consistently and the adverse effects the time lost has.

# Student Achievement

## Student Achievement Strengths

The following strengths were identified based on 2022 - 2023 data:

Reading:

- 3rd Grade Approaches - met or exceeded CIP Target for Hispanic and EB students
- 3rd Grade Meets - met or exceeded CIP Target for All, White, EB, and At-Risk students
- 3rd Grade Masters - met or exceeded CIP Target for EB students
- 4th Grade Approaches - met or exceeded White and SPED CIP Target
- 5th Grade Approaches - met or exceeded AA and SPED CIP Target
- 5th Grade Meets - met or exceeded SPED CIP Target

Math:

- 3rd Grade Approaches - met or exceeded CIP Target for AA, White, and EB students
- 3rd Grade Meets - met or exceeded CIP Target for All, White, EB, and At-Risk
- 3rd Grade Masters - met or exceeded CIP Target for White
- 4th Grade Approaches - met or exceeded SPED CIP Target
- 5th Grade Approaches - met or exceeded SPED CIP Target
- 5th Grade Meets - met or exceeded SPED CIP Target

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Our sub-pops are performing at significantly lower levels than our white students in the Meets and Masters levels. **Root Cause:** RLA: We need to plan explicit and systematic first instruction and practice purposeful small-group instruction to close achievement gaps for all sub-pops.

**Problem Statement 2:** Math: Our sub-pops are performing at significantly lower levels than our white students in the Meets and Masters levels. **Root Cause:** Math: We need to consistently plan and implement explicit first instruction based on student's individual needs.

**Problem Statement 3:** Science: We scored significantly below our CIP Target in all areas. **Root Cause:** Science: Students need to be provided adequate opportunities for quality first instruction with hands-on exposure and experiences in science.

**Problem Statement 4:** Students are beginning the 2023-24 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 Summary

### School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

- The Adam Emergency Operations Plan was developed, drills were successfully practiced, and plans were implemented to keep all students, staff, and visitors safe throughout the school year.
- Staff received consistent training throughout the year in social emotional learning and development of students.
- Every Adam student received daily lessons and learning opportunities focused around social emotional development.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The student attendance rate was under 95% for the 2022-2023 school year. **Root Cause:** Staff needs to develop stronger consistent communication with parents about the importance of remaining at school consistently and the adverse effects of time lost.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

On the 2022 EPS survey, more than 95% of staff agree or strongly agree with the following statements:

Opportunities exist for me to think for myself

Information is available to help me do my job effectively

Procedures have been implemented to keep me safe at work

Staff appreciation is built into the school culture

Professional Development opportunities exist for all staff members (district and campus level).

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: The staff attendance rate was less than 95% for the 2022-2023 school year. **Root Cause:** Teacher/Paraprofessional Attendance: Staff need to better understand the value of attendance and the effects it has on students and first instruction.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

- Adam had partnered with the community and families to provide multiple formats to reach out to families in order to increase participation in curriculum events, family events sponsored by the PTO, and PTO general meetings.
- Adam partners with Cypress United Methodist Church. CUMC provides volunteers for various events, food for staff appreciation, and hosted a summer reading contest for students.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Families want to become more involved within the school community. **Root Cause:** We need to work as a campus team to purposefully provide communication in a variety of ways consistently throughout the year to reach a large audience.







# Goals




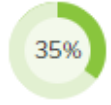








**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.




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

**Evaluation Data Sources:** STAAR RLA, Math, and Science


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


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> All ELAR teachers will purposefully plan explicit and systematic first-time instruction and practice purposeful small group instruction to address individual needs. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Our math teachers will plan explicit and systematic first-time instruction that strengthens students' understanding of foundational skills by planning rigorous learning experiences. Learning opportunities will include scaffolded instructional practices that develop student discourse and provide opportunities for purposeful student reflection in the form of critical writing. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Our science teachers will strengthen students' understanding of science concepts by planning explicit and systematic first-time instruction and providing rigorous and relevant, hands-on opportunities. Strategies will include higher-level student discourse, student-created presentations and projects, and critical writing to justify thinking.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialists.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes additional targeted and purposeful small group intervention for our most at-risk learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, Student Leadership, Safety Patrol, PBIS</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: At-Risk:</b> Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p><b>Strategy's Expected Result/Impact:</b> With Title 1 support, Adam will implement the following measures:</p> <ol style="list-style-type: none"> <li>Temporary Workers - Temporary workers will work with students performing interventions to assist in meeting or exceeding CIP target tables.</li> <li>Salaries - The Behavior Interventionist, .5 testing coordinator, and .5 math interventionist will assist with meeting or exceeding instructional targets and goals.</li> <li>Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension strategies that will assist in meeting or exceeding instructional targets and goals.</li> <li>Online Learning Resources - Students will utilize online learning resources (such as Brain Pop) to assist with classwork and intervention to assist in meeting or exceeding our instructional targets.</li> <li>Professional Development - Staff will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the campus assisting in meeting or exceeding our instructional and behavioral goals of the campus as specified in the CIP.</li> <li>Contract Services (consultants and garden) - In the garden, students are provided with relevant, hands-on experiences that support our science curriculum. Our instructional consultants work with teachers to develop stronger instructional practices.</li> <li>PBIS Supplies - Students will earn incentives with their SOAR bucks. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.</li> <li>Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.</li> <li>Family and Parent Involvement - We will increase parent involvement with events like STREAM night, Multi-cultural Night, etc. Staff members will communicate information regarding these events and other opportunities to support our goal of increased parent involvement.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal and Title 1 Coach</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>30%</p> </div> <div style="text-align: center;">  <p>60%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>		

 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 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

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: Teacher Work Day Camps for students - Students will receive math and or reading intervention dependent on students' needs during the district teacher work days. Social skills lessons will be embedded within the instructional day as well.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year students receiving additional supports will increase their performance on standard assessments by at least 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): Supplies will be purchased to address student learning loss as a result of COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Staffing: Core Content Area Interventionist (Reading) will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, students receiving additional support will increase their performance on standard assessments by at least 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Met Objective











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

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> All Adam staff and students will work to develop strong relationships with each other and our community through the implementation of morning meetings in every classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will respect each other and contribute to a positive school culture centered around integrity, unity, and perseverance. Office referrals in the area of inappropriate contact with a peer will decrease by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistance Principals, Counselors, and Behavior Interventionists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			













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

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

**Evaluation Data Sources:** Student attendance records

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











Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Behavior Interventionists	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Behavior Interventionists	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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:** The campus will use restorative discipline practices.

**Evaluation Data Sources:** Discipline reports

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Adam Elementary has a 0% rate of violent incidents for the previous school years. In order to continue to reach this goal, we will work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships and celebrate the diversity of our Adam community. These will include, but are not limited to, daily class meetings for all learners, consistent implementation of PBIS, and Hug Buddies mentor system.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, and Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS Committee is focusing on data-driven decision-making. The PBIS team will lead data discussions, create resources for teachers to utilize for consistent implementation of PBIS strategies, and provide monthly professional development to strengthen understanding and implementation of best practices for students through PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Behavior Interventionists</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 current school year, teacher/paraprofessional attendance will increase by 5%.

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








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will be recognized at the end of each nine weeks and for the year for perfect attendance by the principal.</p> <p>A professional development will be provided focusing on the correlation between staff absences and student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance rate will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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 current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive professional development on topics including (but not limited to): Quality First Instruction, Fundamental Five, Small Group Instruction, Data Analysis, and Classroom Management</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement strategies learned from the professional development opportunities in order to better meet the individual needs of all learners in the areas of both academics and social emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Campus Leadership Team</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 current school year, parent and family engagement will increase by 5%.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Parent and Family Engagement:</b> Consistent communication will be provided to the families and community through classroom newsletters, campus newsletters, Twitter, Facebook, Remind, and the Adam website.</p> <p>Throughout the year, parents/guardians will have opportunities to assist in finding strategies and methods to use to assist with student learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Campus Leadership Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

Committee Role	Name	Position
Community Member #2	Community Member #2	Community Member #2
Business Representative #2	Business Representative #2 #2	Business Representative #2
Business Representative #1	Business Representative #1	Business Representative #1
Administrator	Carlos Chuc	Behavior Interventionist
Community Member #1	Celinda Guerra	Community Representative
Classroom Teacher	Patti Baker	Reading Interventionist
Classroom Teacher	Alicia Caskey	SOS teacher
Classroom Teacher	Katoiya Bush	Resource Teacher
Other School Leader (Nonteaching Professional)	Becky Roach	Testing Coordinator (Title 1, ESSER)
Paraprofessional #2	Tanya Vatuna	Campus Secretary
Classroom Teacher	Lisa Wright	Classroom Teacher
Paraprofessional #1	Denise Tiffin	Paraprofessional
Other School Leader (Nonteaching Professional)	Mary Orsak	Counselor
Other School Leader (Nonteaching Professional)	Regina Jennings	Counselor
Other School Leader (Nonteaching Professional)	Agnes Gonzalez	Behavior Interventionist
Other School Leader (Nonteaching Professional)	Joel Palomares	Librarian
Parent #1	Chelsea Wycough	Parent
Administrator (LEA) #2	Adriana Price	Student Services Director
Administrator (LEA) #1	Ashley Clayburn	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #4	Brittany Clavette	Math Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Teneal Hart	ELAR Instructional Specialist (2-5)
Other School Leader (Nonteaching Professional) #2	Kristy Strong	Assistant Principal
Other School Leader (Nonteaching Professional) #1	Tony Morrow	Assistant Principal
Teacher #8	Bernadette Jones	Fifth Grade
Teacher #7	Lauren Parrent	Fourth Grade
Teacher #6	Brad Hays	Third Grade
Teacher #5	Leah Bridges	Second Grade

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Teacher #4	Sarah Jackson	First Grade
Teacher #3	Kim Lacagnina	Kindergarten
Teacher #2	Amanda Harleston	Pre-K
Teacher #1	Elizabeth Ayala	Life Skills / ECSE
Principal	Carrie McCollister	Principal

# 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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Math	3	Adam	ES 4	All	117	84	72%	74%	62%	45	38%	40%	30%	19	16%	18%	11%
Math	3	Adam	ES 4	Hispanic	54	34	63%	65%	59%	13	24%	26%	29%	*	*	*	13%
Math	3	Adam	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Adam	ES 4	Asian	8	8	100%	100%	90%	6	75%	77%	*	*	*	*	*
Math	3	Adam	ES 4	African Am.	10	5	50%	52%	50%	*	*	*	*	*	*	*	*
Math	3	Adam	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Adam	ES 4	White	38	32	84%	86%	69%	23	61%	63%	36%	13	34%	36%	*
Math	3	Adam	ES 4	Two or More	7	5	71%	73%	63%	*	*	*	*	*	*	*	*
Math	3	Adam	ES 4	Eco. Dis.	75	46	61%	63%	54%	19	25%	27%	21%	5	7%	9%	7%
Math	3	Adam	ES 4	Emergent Bilingual	25	13	52%	54%	49%	7	28%	30%	18%	*	*	*	*
Math	3	Adam	ES 4	At-Risk	46	26	57%	59%	49%	12	26%	28%	16%	*	*	*	*
Math	3	Adam	ES 4	SPED	17	5	29%	31%	40%	*	*	*	*	*	*	*	*
Math	4	Adam	ES 4	All	136	83	61%	63%	70%	43	32%	34%	53%	18	13%	15%	25%
Math	4	Adam	ES 4	Hispanic	72	42	58%	60%	67%	18	25%	27%	48%	7	10%	12%	19%
Math	4	Adam	ES 4	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Adam	ES 4	Asian	9	7	78%	80%	89%	7	78%	80%	67%	*	*	*	*
Math	4	Adam	ES 4	African Am.	18	6	33%	35%	36%	*	*	*	*	*	*	*	*
Math	4	Adam	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Adam	ES 4	White	31	23	74%	76%	80%	14	45%	47%	68%	5	16%	18%	37%
Math	4	Adam	ES 4	Two or More	4	*	*	*	75%	*	*	*	63%	*	*	*	*
Math	4	Adam	ES 4	Eco. Dis.	91	51	56%	58%	63%	21	23%	25%	47%	7	8%	10%	19%
Math	4	Adam	ES 4	Emergent Bilingual	26	8	31%	33%	56%	*	*	*	44%	*	*	*	19%
Math	4	Adam	ES 4	At-Risk	83	38	46%	48%	54%	12	14%	16%	37%	5	6%	8%	15%
Math	4	Adam	ES 4	SPED	25	10	40%	42%	38%	6	24%	26%	19%	*	*	*	*
Math	5	Adam	ES 4	All	121	91	75%	77%	71%	51	42%	44%	39%	22	18%	20%	20%
Math	5	Adam	ES 4	Hispanic	60	41	68%	70%	65%	23	38%	40%	29%	10	17%	19%	14%
Math	5	Adam	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Adam	ES 4	Asian	11	10	91%	93%	100%	10	91%	93%	80%	*	*	*	50%
Math	5	Adam	ES 4	African Am.	17	13	76%	78%	63%	*	*	*	25%	*	*	*	*
Math	5	Adam	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Adam	ES 4	White	28	24	86%	88%	80%	12	43%	45%	63%	5	18%	20%	40%
Math	5	Adam	ES 4	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Adam	ES 4	Eco. Dis.	84	59	70%	72%	68%	29	35%	37%	32%	11	13%	15%	12%
Math	5	Adam	ES 4	Emergent Bilingual	27	18	67%	69%	54%	10	37%	39%	18%	*	*	*	*
Math	5	Adam	ES 4	At-Risk	76	52	68%	70%	60%	24	32%	34%	21%	8	11%	13%	7%

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Math	5	Adam	ES 4	SPED	19	13	68%	70%	55%	5	26%	28%	29%	*	*	*	*
Reading	3	Adam	ES 4	All	117	91	78%	80%	76%	63	54%	56%	48%	28	24%	26%	24%
Reading	3	Adam	ES 4	Hispanic	54	40	74%	76%	76%	23	43%	45%	44%	8	15%	17%	22%
Reading	3	Adam	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Adam	ES 4	Asian	8	8	100%	100%	80%	7	88%	90%	70%	*	*	*	*
Reading	3	Adam	ES 4	African Am.	10	6	60%	62%	74%	*	*	*	39%	*	*	*	*
Reading	3	Adam	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Adam	ES 4	White	38	32	84%	86%	73%	26	68%	70%	51%	13	34%	36%	31%
Reading	3	Adam	ES 4	Two or More	7	5	71%	73%	88%	*	*	*	63%	*	*	*	*
Reading	3	Adam	ES 4	Eco. Dis.	75	56	75%	77%	72%	33	44%	46%	42%	11	15%	17%	18%
Reading	3	Adam	ES 4	Emergent Bilingual	25	16	64%	66%	69%	10	40%	42%	29%	*	*	*	*
Reading	3	Adam	ES 4	At-Risk	46	28	61%	63%	67%	17	37%	39%	27%	*	*	*	10%
Reading	3	Adam	ES 4	SPED	17	8	47%	49%	49%	5	29%	31%	*	*	*	*	*
Reading	4	Adam	ES 4	All	134	100	75%	77%	79%	41	31%	33%	61%	17	13%	15%	34%
Reading	4	Adam	ES 4	Hispanic	72	52	72%	74%	73%	20	28%	30%	59%	10	14%	16%	25%
Reading	4	Adam	ES 4	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Adam	ES 4	Asian	9	6	67%	69%	100%	6	67%	69%	67%	*	*	*	56%
Reading	4	Adam	ES 4	African Am.	17	11	65%	67%	71%	*	*	*	*	*	*	*	*
Reading	4	Adam	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Adam	ES 4	White	30	26	87%	89%	90%	11	37%	39%	76%	*	*	*	49%
Reading	4	Adam	ES 4	Two or More	4	*	*	*	75%	*	*	*	63%	*	*	*	*
Reading	4	Adam	ES 4	Eco. Dis.	90	62	69%	71%	74%	20	22%	24%	57%	7	8%	10%	26%
Reading	4	Adam	ES 4	Emergent Bilingual	26	9	35%	37%	64%	*	*	*	42%	*	*	*	14%
Reading	4	Adam	ES 4	At-Risk	83	52	63%	65%	65%	14	17%	19%	44%	6	7%	9%	18%
Reading	4	Adam	ES 4	SPED	25	14	56%	58%	35%	*	*	*	27%	*	*	*	*
Reading	5	Adam	ES 4	All	121	100	83%	85%	79%	64	53%	55%	55%	37	31%	33%	34%
Reading	5	Adam	ES 4	Hispanic	60	46	77%	79%	75%	28	47%	49%	45%	18	30%	32%	27%
Reading	5	Adam	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Adam	ES 4	Asian	11	11	100%	100%	100%	9	82%	84%	90%	6	55%	57%	60%
Reading	5	Adam	ES 4	African Am.	17	16	94%	96%	67%	8	47%	49%	46%	*	*	*	29%
Reading	5	Adam	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Adam	ES 4	White	28	23	82%	84%	93%	16	57%	59%	77%	9	32%	34%	47%
Reading	5	Adam	ES 4	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Adam	ES 4	Eco. Dis.	84	68	81%	83%	75%	39	46%	48%	49%	22	26%	28%	27%
Reading	5	Adam	ES 4	Emergent Bilingual	27	18	67%	69%	54%	8	30%	32%	21%	5	19%	21%	*



# CYPRESS-FAIRBANKS ISD

## Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

### Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

### Monitoring

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

### Assessment and Data Analysis

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

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:

▪ Google Suite	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 <sup>nd</sup> -5 <sup>th</sup> )	▪ Library Resources
▪ Boost Reading	▪ Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

## Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

## Science

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

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration;
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

## Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

## Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

## Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.