

# Cypress-Fairbanks Independent School District

## Black Elementary School

2023-2024



# Mission Statement

The staff at Black Elementary believes that all students can learn regardless of level of ability, environment or ethnicity. Our mission is to collaborate with staff, students, families and community members to provide a safe, nurturing environment, set high academic and behavioral standards, respect diversity, and promote life-long learning. The Black Elementary student will be: an effective communicator; a competent problem solver; a self-directed learner; a responsible citizen, and a quality producer.

## Vision

Educating the whole child: mind, body and spirit.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Student Achievement

## Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Our ED, LEP and SPED students consistently score lower than our target goals across the grade levels. **Root Cause:** RLA: Teachers need to directly teach decoding and comprehension skills.

**Problem Statement 2:** Math: Our ED, LEP and SPED students consistently score lower than our target goals across grade levels. **Root Cause:** Math: Teachers need support on planning structured conversations using math vocabulary and need to teach with online math programs.

**Problem Statement 3:** Science: Our LEP students consistently score lower than all other sub populations in 5th grade. **Root Cause:** Science: Teachers need to plan for structured conversations using specific vocabulary. Teachers also need to plan for purposeful critical writing opportunities.

**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.

# School Culture and Climate

## School Culture and Climate Summary

Black Elementary continues to implement all safety procedures and maintains a positive, productive and safe environment for all staff and students. All emergency operation practices are implemented and all drills are completed.

## School Culture and Climate Strengths

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

Other strengths include:

In 2022-2023 our office referrals decreased in 4th and 5th grade from the previous year.

Overall suspensions and removals decreased as well.

Social Skills and PBIS expectations were explicitly taught during Social Circle each day and positively reinforced on a regular basis through Bearkat Bucks and Bearkat Elite. From November 2022 - May 25, 2023 regular Bearkat Elite celebrations motivated students to reach and maintain their elite "Bearkat BEST" status.

# 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.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff attendance is lower than years past. **Root Cause:** Teacher/Paraprofessional Attendance: Staff have been more cautious of illness spreading since covid and have taken more time off when they are ill.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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



# Goals





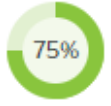

**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.














**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:** Met Objective

**Next Year's Recommendation:** Continue with this goal as it is focused on specific instruction.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Teachers will build student's ability to decode and comprehend text through modeling, structured conversations and direct/explicit instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show a year's growth in RLA shown through MAP, mClass, circle and STAAR testing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principal, Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Teachers will build a learner centered environment that develops the students' understanding of problem solving through conceptual understanding inclusive of structured conversations and direct/explicit instruction both online and off. Teachers will also directly teach critical writing skills using mathematical language.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-2024 school year, all students preK-5 will show a year's growth in math using MAP, STAAR, Circle, and local benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Teachers need to build a learner centered environment that develops the students' understanding of problem solving through conceptual understanding inclusive of structured conversations and direct/explicit instruction both online and off. Teachers also need to directly teach critical writing skills.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-2024 school year, students in all grades will show a year's growth in science knowledge through results on benchmarks and observations. 85% of the 5th grade students will pass the 5th grade STAAR science test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: small group instruction on differentiated skills as well as planned activities for those not in small group to be spiralling learning.</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> Classroom Teachers, IS's, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			










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











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

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

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will not have Esser funds next school year.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: Teachers will work with students before school starts to close gaps in learning.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-2024 school year, 90% of our students will show ones year or more growth through mclass, map and staar testing results.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): Temporary Worker 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 2023-2024 school year, all students in tutoring will pass the STAAR test and show a year or more growth on MAP and/or mClass testing.</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> Extended Instructional Time (Closing the Gaps): Provide students with additional support in mathematics through the online platform Zearn.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			








Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Development: Lead4Ward Training and Extended deep planning twice in the year.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-2024 school year, our 3rd, 4th, and 5th grade students who failed the STAAR test the prior year will show a full year's growth.</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> Professional Development: CAST conference</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-2024 school year, we will have 90% of our 5th graders achieve meets or higher on the 5th grade science STAAR test.</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:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	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 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:** Exceeded Objective

**Next Year's Recommendation:** 100% is always our goal for safety.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> All staff will be trained in the district's safety policies. Executing the district safety policies will create a safe environment for our students to grow and learn.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of the district's safety policies will be implemented.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</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> Administrators</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:** Met Objective

**Next Year's Recommendation:** Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.











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	<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	<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 3: Restorative Discipline:** The campus will use restorative discipline practices.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> 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. Our campus will continue to use and teach Project safety, PBIS, BOTB district character education, Red Ribbon Week for drug awareness, and Sanford Harmony prevention training to promote positive behaviors over violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, DMC specialist, teachers, staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will use teachable moments and give students tools to make appropriate choices in regard to their behavior. (conflict resolution, BBR, PBIS, Sanford Harmony, restorative practice continuum)</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> Teachers, Administrators, Staff, DMC specialist</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 1:** Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

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

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

**Next Year's Recommendation:** Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Staff attendance will be monitored each month. Staff with a 99% or higher attendance rate will be recognized in the staff bulletin.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Secretary</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3: Human Capital:** The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 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

**Summative Evaluation:** Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Teachers will be provided with opportunities to attend professional development in areas of classroom management, content specific, social-emotional learning and virtual instructional models. Teachers who attend these professional development opportunities will be able to implement strategies in their classrooms immediately, thus positively impacting students' learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceeds targets in attached CIP tables</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, IS's</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.

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

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Provide a variety of volunteer opportunities in which to engage parents and families both in person and virtually.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement 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>			

# 2023-2024 Campus Site-Committee

Committee Role	Name	Position
Business Representative	Patty James	Community Business Representative
Community Member #1	James Rowlett	Community Member
Parent	Jamie Roberts	Parent
Parent #1	Melissa Poole	Parent
Paraprofessional	Renee Motl	Paraprofessional
Teacher #7	Kim Bridges	5th Grade Teacher
Teacher #6	Kelsey Childers	4th Grade Teacher
Teacher #5	Giannina Berrios	3rd Grade Teacher
Teacher #4	Estrella Gonzalez	2nd Grade Teacher
Teacher #3	Luz Acosta	1st Grade Teacher
Teacher #2	Gale Cook	Kindergarten Teacher
Teacher #1	Korra Williams	Prek Teacher
Paraprofessional	Debbie Conner	Campus Administrative Assistant
Administrator	Karen Rhymes	Counselor
Other School Leader (Nonteaching Professional) #3	Laura Hernandez	Counselor
Nurse	Dixie Gates	Nurse
Other School Leader (Nonteaching Professional) #3	Tiffany Bowles	Librarian
Administrator	Kandace Goff	Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Laurie Kissamis	Instructional Specialist
District-level Professional	Christina Cole	Associate Superintendent
Administrator	Latish Idlebird	Assistant Principal
Administrator	Chesse' McDaris	Assistant Principal
Principal	Kyla Mote	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	Black	ES 2	All	211	157	74%	80%	79%	93	44%	45%	46%	37	18%	19%	13%
Math	3	Black	ES 2	Hispanic	77	45	58%	60%	68%	24	31%	32%	33%	7	9%	10%	*
Math	3	Black	ES 2	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Black	ES 2	Asian	11	9	82%	83%	86%	7	64%	65%	43%	*	*	*	*
Math	3	Black	ES 2	African Am.	36	22	61%	62%	75%	7	19%	20%	38%	*	*	*	*
Math	3	Black	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Black	ES 2	White	72	67	93%	94%	89%	45	63%	64%	60%	17	24%	25%	21%
Math	3	Black	ES 2	Two or More	11	11	100%	100%	91%	8	73%	74%	55%	5	45%	46%	*
Math	3	Black	ES 2	Eco. Dis.	100	61	61%	62%	71%	29	29%	30%	38%	10	10%	11%	*
Math	3	Black	ES 2	Emergent Bilingual	55	32	58%	59%	62%	15	27%	28%	15%	*	*	*	*
Math	3	Black	ES 2	At-Risk	96	57	59%	60%	66%	24	25%	26%	28%	5	5%	6%	*
Math	3	Black	ES 2	SPED	30	14	47%	50%	33%	*	*	*	*	*	*	*	*
Math	4	Black	ES 2	All	191	146	76%	80%	73%	106	55%	56%	45%	62	32%	33%	20%
Math	4	Black	ES 2	Hispanic	65	47	72%	73%	61%	30	46%	47%	34%	14	22%	23%	9%
Math	4	Black	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Black	ES 2	Asian	19	17	89%	90%	100%	14	74%	75%	92%	12	63%	64%	54%
Math	4	Black	ES 2	African Am.	25	14	56%	61%	48%	8	32%	33%	19%	*	*	*	*
Math	4	Black	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Black	ES 2	White	74	60	81%	93%	87%	48	65%	66%	55%	29	39%	40%	30%
Math	4	Black	ES 2	Two or More	8	8	100%	100%	100%	6	75%	76%	73%	*	*	*	*
Math	4	Black	ES 2	Eco. Dis.	82	52	63%	64%	63%	38	46%	47%	32%	20	24%	25%	9%
Math	4	Black	ES 2	Emergent Bilingual	42	30	71%	72%	68%	19	45%	46%	37%	10	24%	25%	14%
Math	4	Black	ES 2	At-Risk	86	52	60%	61%	55%	31	36%	37%	23%	15	17%	18%	9%
Math	4	Black	ES 2	SPED	20	9	45%	50%	29%	*	*	*	*	*	*	*	*
Math	5	Black	ES 2	All	172	147	85%	86%	79%	102	59%	60%	53%	48	28%	32%	28%
Math	5	Black	ES 2	Hispanic	53	42	79%	80%	73%	24	45%	46%	35%	8	15%	22%	16%
Math	5	Black	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Black	ES 2	Asian	12	12	100%	100%	89%	12	100%	100%	74%	6	50%	63%	63%
Math	5	Black	ES 2	African Am.	23	18	78%	79%	69%	8	35%	36%	46%	5	22%	23%	27%
Math	5	Black	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Black	ES 2	White	73	65	89%	90%	83%	51	70%	71%	68%	27	37%	39%	30%
Math	5	Black	ES 2	Two or More	10	9	90%	95%	83%	6	60%	75%	*	*	*	*	
Math	5	Black	ES 2	Eco. Dis.	77	62	81%	82%	71%	40	52%	53%	40%	17	22%	24%	17%
Math	5	Black	ES 2	Emergent Bilingual	34	27	79%	80%	71%	16	47%	48%	34%	*	*	*	16%
Math	5	Black	ES 2	At-Risk	94	74	79%	80%	62%	41	44%	45%	30%	14	15%	17%	15%

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	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	Black	ES 2	SPED	19	10	53%	54%	67%	*	*	*	22%	*	*	*	*		
Reading	3	Black	ES 2	All	209	176	84%	85%	89%	117	56%	57%	61%	51	24%	25%	31%		
Reading	3	Black	ES 2	Hispanic	75	61	81%	82%	82%	30	40%	41%	46%	10	13%	14%	21%		
Reading	3	Black	ES 2	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Black	ES 2	Asian	11	9	82%	83%	100%	7	64%	65%	71%	*	*	*	43%		
Reading	3	Black	ES 2	African Am.	36	26	72%	73%	83%	19	53%	54%	54%	8	22%	23%	25%		
Reading	3	Black	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Black	ES 2	White	72	65	90%	91%	97%	47	65%	66%	76%	21	29%	30%	38%		
Reading	3	Black	ES 2	Two or More	11	11	100%	100%	82%	11	100%	100%	73%	7	64%	65%	45%		
Reading	3	Black	ES 2	Eco. Dis.	100	77	77%	78%	86%	41	41%	42%	48%	18	18%	19%	22%		
Reading	3	Black	ES 2	Emergent Bilingual	55	45	82%	83%	82%	20	36%	37%	29%	7	13%	14%	*		
Reading	3	Black	ES 2	At-Risk	94	67	71%	72%	78%	31	33%	34%	42%	10	11%	12%	15%		
Reading	3	Black	ES 2	SPED	30	15	50%	51%	39%	*	*	*	*	*	*	*	*		
Reading	4	Black	ES 2	All	191	158	83%	84%	89%	106	55%	56%	56%	56	29%	30%	30%		
Reading	4	Black	ES 2	Hispanic	65	51	78%	81%	87%	28	43%	44%	45%	13	20%	21%	22%		
Reading	4	Black	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Black	ES 2	Asian	19	17	89%	90%	100%	14	74%	75%	77%	11	58%	59%	54%		
Reading	4	Black	ES 2	African Am.	25	17	68%	72%	74%	12	48%	53%	42%	*	*	*	*		
Reading	4	Black	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Black	ES 2	White	74	65	88%	90%	93%	47	64%	65%	66%	25	34%	35%	35%		
Reading	4	Black	ES 2	Two or More	8	8	100%	100%	100%	5	63%	100%	91%	*	*	64%	64%		
Reading	4	Black	ES 2	Eco. Dis.	82	63	77%	78%	84%	38	46%	47%	46%	16	20%	21%	22%		
Reading	4	Black	ES 2	Emergent Bilingual	42	32	76%	82%	90%	16	38%	50%	44%	10	24%	25%	24%		
Reading	4	Black	ES 2	At-Risk	86	58	67%	71%	79%	24	28%	50%	34%	15	17%	18%	17%		
Reading	4	Black	ES 2	SPED	20	10	50%	51%	63%	*	*	*	*	*	*	*	*		
Reading	5	Black	ES 2	All	172	152	88%	89%	80%	111	65%	66%	55%	71	41%	42%	33%		
Reading	5	Black	ES 2	Hispanic	53	46	87%	88%	73%	29	55%	56%	40%	14	26%	27%	19%		
Reading	5	Black	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Black	ES 2	Asian	12	12	100%	100%	79%	10	83%	84%	74%	7	58%	59%	63%		
Reading	5	Black	ES 2	African Am.	23	17	74%	75%	69%	13	57%	58%	50%	8	35%	*	23%		
Reading	5	Black	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Black	ES 2	White	73	66	90%	91%	88%	52	71%	72%	66%	38	52%	53%	39%		
Reading	5	Black	ES 2	Two or More	10	10	100%	100%	100%	6	60%	63%	*	*	*	*	*		
Reading	5	Black	ES 2	Eco. Dis.	77	64	83%	84%	72%	43	56%	57%	43%	23	30%	31%	21%		
Reading	5	Black	ES 2	Emergent Bilingual	34	28	82%	83%	63%	18	53%	54%	32%	7	21%	24%	18%		





# 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.