

Cypress-Fairbanks Independent School District

Birkes Elementary School

2023-2024



Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Birkes Elementary is a campus in Houston, Texas. Birkes opened its doors in 2003. Birkes Elementary is projected to serve 1013 students in grades PK-5 during the 2023-2024 school year, which is a decrease from the previous year of 1016.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- District Goals
- Campus Goals
- Campus/District Improvement Plan
- Planning and decision-making meetings
- student Achievement Domain
- State and federally required assessment information
- STAAR current and longitudinal results
- STAAR Emergent Bilingual progress measure data
- Local Benchmark or common assessment data
- Race and ethnicity data
- Special program data
- Economically disadvantaged/non-economically disadvantaged performance and participation data
- Attendance data
- Discipline records
- School safety data
- Professional learning communities data
- Staff surveys and other feedback

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 22, 2023 and again on August 23, 2023 to develop and finalize the CNA. The meetings were held in room 427 and the library.

At the first meeting on May 22, 2023 principal Stacie Everson led the teachers through the campus needs assessment process. Teachers from each grade level and content area gathered to analyze data from the list above. Teachers were instructed to focus on "just the facts" and not the why or what we are going to do about it. Staff charted the positives. Staff then charted the concerns or areas below expectations.

The teams of teachers were asked to identify the problem based on fact. The problem statement was written to accurately reflect the data and what Birkes will be working to address this school year.

Teachers were asked the following:

- Of the data that are a concern or below our expectations, let's select ONE data point for the root cause analysis. This should be the data point we are most concerned about.
- Do we all agree this area is a problem?
- Is the problem based on real data? Not just our thoughts or feelings?
- If so, let's write out the problem statement that will be written into our CIP as an area of focus this school year.

Teachers were led through a 10-5-5 Root Cause Analysis Activity. They defined 10 contributing factors that may have led to that being a problem on the campus. Once the 10 contributing factors were written, they were asked to repeat the process with 5 more contributing factors, and then 5 more, for a total of 20.

The team of teachers then were asked to take a look at the list and mark out all items that were not in their control as an adult on the campus. They all needed to be in agreement that the item can or cannot be controlled at the campus level.

Teachers reviewed and took another look at our problem statement. Then, keeping our problem statement in mind, looked at the items that were left on the contributing factors list. They then identified which one factor they felt was contributing the "MOST" to the problem statement and circled it.

The teams then worked to determine the root cause based on that factor. The first step was to take the agreed upon contributing factor and turn that into a question. They then answered that question. That answer was turned into question 2. The process was repeated until five times. The final answer became the root cause, which is what will be addressed in the strategy section of the CIP.

At the second meeting on August 23, 2023, the CPOC reviewed the problem statements and root cause of each problem developed through the CNA process in May.

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 is in the area of student achievement, specifically our Reading/LA performance is weakest in phonemic awareness, specifically in letter sounds and decoding leading to lower reading fluency, comprehension, and ECRs. Through the root cause analysis process, we identified an abundance of RLA components need consistent and effective planning, preparation, and delivery.

Our second identified priority problem is in the area of student achievement, specifically in math our performance of subpopulations (African American, ED, EB, and SPED) students need improvement in comparison of other subgroups. Through the root cause analysis process, we identified we need to effectively plan small group instruction and implement strategies to address specific academic needs of subpops.

Our third identified priority problem is in the area of parent and community engagement, specifically increasing the number of parent volunteers. Through the root cause analysis process, we identified since Covid19, parents have not had a clear understanding of parent volunteer opportunities.

Student Achievement

Student Achievement Strengths

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

Math 3: Above cluster and district average for meets and approaches ; 14% above district average for masters

Math 4: Above cluster and district average for meets and approaches; 10% above district average for masters

Math 5: Above cluster and district average for meets and approaches: 22% above district average for masters

Reading 3: Above cluster and district average for meets and approaches; 4% above district average for masters

Reading 4: Above cluster and district average for meets and approaches

Reading 5: Above cluster and district average for meets and approaches; 10% above district average for masters

Science 5: Above cluster and district average for meets and approaches; 7% above district average for masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: RLA performance is weakest in phonemic awareness, specifically in letter sounds and decoding leading to lower reading fluency, comprehension, and ECRs. **Root Cause:** RLA: An abundance of RLA components need consistent and effective planning, preparation, and delivery.

Problem Statement 2: Math: Our math performance by sub pops (African American, ED, EB and SPED) students needs improvement in comparison to other subgroups. **Root Cause:** Math: Need to effectively plan small group instruction and implement strategies to address specific academic needs of subpops.

Problem Statement 3: Science: Our Science performance by sub pops (African American, ED, EB, and SpEd) students needs improvement in comparison to other subgroups. **Root Cause:** Science: Need to effectively plan small group instruction and implement strategies to address specific academic needs of subpops.

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 Strengths

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

Birkes has an overall positive culture. Staff report feeling valued and safe at work.

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance is right at 95%. **Root Cause:** Staff have not communicated with fidelity the importance of first instruction.

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.

Professional growth opportunities are available for all staff.

Work given to staff directly relates to job responsibilities.

Procedures are implemented to keep staff safe at work.

Collaboration is encouraged and practiced.

Quality work is expected of students and staff.

Decisions are data driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance was at 95% last year, however, maintaining 95% or higher could be a challenge. **Root Cause:** Teacher/Paraprofessional Attendance: Our staff hours are 8:15-4:30, causing staff to take an absence to accommodate appointments..

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We have had a decrease in parent volunteers. **Root Cause:** Since Covid 19, parents have not had a clear understanding of volunteer opportunities.

Goals





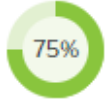


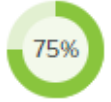

Revised/Approved: February 29, 2024








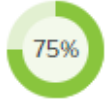




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Instructional staff will become experts with the reading/language arts components, share prepared materials at planning, and implement lessons consistently and purposefully, through classroom instruction, focusing on all subpopulations. Strategy's Expected Result/Impact: Students will show consistent growth through local and state assessments. Staff Responsible for Monitoring: All instructional staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Instructional staff will purposefully plan and analyze data to intentionally focus on all subpopulations. Strategy's Expected Result/Impact: Students will show consistent growth through local and state assessments. Staff Responsible for Monitoring: All instructional staff.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Instructional staff will purposefully plan and analyze data to intentionally focus on all subpopulations. Strategy's Expected Result/Impact: Students will show consistent growth through local and state assessments. Staff Responsible for Monitoring: All instructional staff.</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: The campus will provide 30 minutes of targeted instruction each day that includes small group instruction targeted at specific needs of students.</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, Instructional Teaching Staff, and Classroom Paraprofessionals</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 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>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: 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: With Title I Support, Birkes will implement the following measures:</p> <ol style="list-style-type: none"> Salaries - The primary instructional specialist and three instructional paraprofessionals will assist with meeting our students' goals in all content areas. Substitute Pay - When the three instructional paraprofessionals are absent, Title I funds will cover the cost of the substitute. Parent and Family Engagement - We will increase parent engagement with events such as a Reading Around the World Family Night and an Unplugged Family Game Night. Instructional Materials - Students and teachers will utilize with interventions, classwork, and practice at school and home, in order to assist in meeting instructional targets. <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify




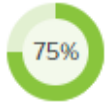





 Discontinue

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

Performance Objective 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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary workers will be hired and extended day tutors will be utilized to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: 90% of students pulled for small group tutoring will show growth in math or reading based on data from campus-created, grade level assessment(s).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Supplies (Closing the Gaps): Instructional supplies will be utilized to close the learning gap due to educational loss from Covid 19.</p> <p>Strategy's Expected Result/Impact: 90% of students pulled for small group during closing the gap will show growth in reading based on data from campus-created, grade level assessment</p> <p>Staff Responsible for Monitoring: Admin and teachers</p>	Formative		
	Nov	Feb	May
	N/A		
 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		
Strategy 1: State Compensatory Education: 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	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: Exceeded Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Project Safety and PBIS lessons are sent to all staff and are presented to all students. APs talk with students regarding our Code of Conduct each semester. Our campus EOP is adjusted and reviewed throughout the year, as needed.</p> <p>Strategy's Expected Result/Impact: Staff and students are prepared for an emergency and are equipped with skills focused on creating a positive learning environment.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
			
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.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Exceeded Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: 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 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>Strategy 1: 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. We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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. Continue to implement and reinforce our PAWS matrix through PBIS.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: All staff</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 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Incentives such as duty free lunch/recess and staff meeting recognition will be implemented each nine weeks for staff who are absent one or less times each nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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


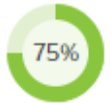





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus and district level training targeting student and staff needs will be offered through our CFISD Professional Development system and campus based book studies, literacy training's, restorative practice talks, PBIS development, etc. Teachers and students will model and implement positive behavior interventions and positive behaviors; fewer discipline referrals will take place due to restorative practice implementation; targeted small group instruction will be utilized as part of instructional strategies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets in the attached CIP data tables Staff Responsible for Monitoring: Principal, APs, ISS, Counselors, Classroom Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 10%.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Zoom, Schoology, Remind 101, Class Dojo, texts, phone calls, emails, etc. will be utilized to involve parents in supporting students both academically and behaviorally.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISS, Counselors, Classroom Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Administrator (LEA) #1	Traci Schluter	Administrator (LEA) #1
Other Teaching Professional (nonteaching professional #5)	Sheri Hunter	Other Teaching Professional (nonteaching professional #5)
Administrator	Romicka Johnson	Administrator
Teacher #9	Taylor Sipes	Teacher #9
Other School Leader (Nonteaching Professional) #4	Laura Dang	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Mikki Woolard	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Angel Harrington	Paraprofessional #2
Paraprofessional #1	Linda Ellison	Paraprofessional #1
Business Representative #2	April Thomson	Business Representative #2
Business Representative #1	Martha Murphy	Business Representative #1
Community Member #2	Trina Frier	Community Member #2
Community Member #1	Penny Crowson	Community Member #1
Parent #2	Shiloh Self	Parent #2
Parent #1	Katie Duncan	Parent #1
Administrator	Megan Fernandez	Administrator
Administrator	Kristi Bruns	Administrator
Other School Leader (Nonteaching Professional) #2	Kyndra Hartzler	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Tami Scamman	Other School Leader (Nonteaching Professional) #1
Teacher #8	Hannah Orrego	Teacher #8
Teacher #7	Patti Paine	Teacher #7
Teacher #6	Cynthia Formas	Teacher #6
Teacher #5	Tori Falleroni	Teacher #5
Teacher #4	Laurie Ellington	Teacher #4
Teacher #3	Bri Juarez	Teacher #3
Teacher #2	Sufeena Chohan	Teacher #2
Teacher #1	Barbara Ramirez	Teacher #1
Principal	Stacie Everson	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	Birkes	ES 3	All	169	134	79%	82%	82%	94	56%	64%	56%	57	34%	42%	23%		
Math	3	Birkes	ES 3	Hispanic	53	43	81%	89%	77%	27	51%	57%	45%	13	25%	36%	13%		
Math	3	Birkes	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Birkes	ES 3	Asian	25	21	84%	96%	100%	18	72%	84%	80%	13	52%	64%	35%		
Math	3	Birkes	ES 3	African Am.	32	20	63%	72%	74%	12	38%	47%	41%	5	16%	25%	*		
Math	3	Birkes	ES 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Birkes	ES 3	White	41	34	83%	90%	85%	26	63%	71%	77%	20	49%	56%	44%		
Math	3	Birkes	ES 3	Two or More	17	15	88%	100%	82%	10	59%	76%	41%	6	35%	53%	*		
Math	3	Birkes	ES 3	Eco. Dis.	85	62	73%	76%	75%	36	42%	46%	49%	16	19%	22%	14%		
Math	3	Birkes	ES 3	Emergent Bilingual	16	11	69%	88%	69%	6	38%	56%	46%	*	*	*	*		
Math	3	Birkes	ES 3	At-Risk	58	40	69%	74%	64%	18	31%	36%	38%	12	21%	26%	11%		
Math	3	Birkes	ES 3	SPED	28	15	54%	64%	57%	7	25%	36%	21%	*	*	*	*		
Math	4	Birkes	ES 3	All	155	128	83%	86%	75%	100	65%	74%	61%	49	32%	41%	30%		
Math	4	Birkes	ES 3	Hispanic	47	40	85%	91%	69%	30	64%	70%	58%	14	30%	36%	28%		
Math	4	Birkes	ES 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Birkes	ES 3	Asian	27	24	89%	100%	83%	21	78%	89%	79%	15	56%	67%	42%		
Math	4	Birkes	ES 3	African Am.	33	25	76%	85%	64%	16	48%	58%	25%	6	18%	27%	*		
Math	4	Birkes	ES 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Birkes	ES 3	White	36	29	81%	89%	83%	24	67%	75%	73%	11	31%	39%	35%		
Math	4	Birkes	ES 3	Two or More	9	8	89%	100%	81%	8	89%	100%	75%	*	*	*	38%		
Math	4	Birkes	ES 3	Eco. Dis.	80	60	75%	79%	63%	42	53%	56%	47%	19	24%	28%	17%		
Math	4	Birkes	ES 3	Emergent Bilingual	23	18	78%	91%	57%	14	61%	74%	43%	*	*	*	22%		
Math	4	Birkes	ES 3	At-Risk	73	52	71%	75%	51%	37	51%	55%	37%	14	19%	23%	14%		
Math	4	Birkes	ES 3	SPED	24	5	21%	50%	36%	*	*	*	31%	*	*	*	*		
Math	5	Birkes	ES 3	All	155	131	85%	88%	86%	109	70%	78%	64%	67	43%	52%	23%		
Math	5	Birkes	ES 3	Hispanic	50	40	80%	86%	92%	30	60%	66%	61%	17	34%	40%	14%		
Math	5	Birkes	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Birkes	ES 3	Asian	20	18	90%	100%	85%	17	85%	100%	77%	12	60%	75%	54%		
Math	5	Birkes	ES 3	African Am.	28	20	71%	82%	83%	14	50%	61%	66%	8	29%	39%	*		
Math	5	Birkes	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Birkes	ES 3	White	53	49	92%	98%	82%	44	83%	89%	52%	29	55%	60%	27%		
Math	5	Birkes	ES 3	Two or More	4	*	*	*	100%	*	*	*	100%	*	*	*	*		
Math	5	Birkes	ES 3	Eco. Dis.	76	58	76%	80%	78%	44	58%	62%	51%	22	29%	33%	16%		
Math	5	Birkes	ES 3	Emergent Bilingual	26	18	69%	81%	78%	16	62%	73%	52%	7	27%	38%	22%		
Math	5	Birkes	ES 3	At-Risk	61	39	64%	69%	73%	31	51%	56%	47%	16	26%	31%	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	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	Birkes	ES 3	SPED	20	*	*	*	52%	*	*	*	20%	*	*	*	*		
Reading	3	Birkes	ES 3	All	169	145	86%	90%	90%	108	64%	73%	77%	52	31%	34%	45%		
Reading	3	Birkes	ES 3	Hispanic	53	42	79%	85%	85%	32	60%	66%	63%	16	30%	35%	38%		
Reading	3	Birkes	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Birkes	ES 3	Asian	25	22	88%	100%	100%	18	72%	84%	95%	11	44%	56%	50%		
Reading	3	Birkes	ES 3	African Am.	32	27	84%	94%	89%	17	53%	63%	74%	8	25%	34%	33%		
Reading	3	Birkes	ES 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	3	Birkes	ES 3	White	41	38	93%	98%	92%	26	63%	71%	87%	11	27%	34%	55%		
Reading	3	Birkes	ES 3	Two or More	17	15	88%	100%	94%	14	82%	100%	82%	6	35%	53%	53%		
Reading	3	Birkes	ES 3	Eco. Dis.	85	66	78%	81%	85%	42	49%	53%	70%	21	25%	28%	37%		
Reading	3	Birkes	ES 3	Emergent Bilingual	16	11	69%	88%	85%	9	56%	75%	54%	*	*	*	*		
Reading	3	Birkes	ES 3	At-Risk	58	44	76%	81%	80%	26	45%	50%	51%	8	14%	19%	29%		
Reading	3	Birkes	ES 3	SPED	28	14	50%	61%	64%	6	21%	32%	36%	*	*	*	*		
Reading	4	Birkes	ES 3	All	156	136	87%	90%	87%	85	54%	64%	66%	34	22%	29%	32%		
Reading	4	Birkes	ES 3	Hispanic	47	42	89%	96%	78%	27	57%	64%	58%	6	13%	19%	29%		
Reading	4	Birkes	ES 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Birkes	ES 3	Asian	27	26	96%	100%	96%	19	70%	81%	79%	10	37%	48%	42%		
Reading	4	Birkes	ES 3	African Am.	33	28	85%	94%	89%	16	48%	58%	50%	7	21%	30%	*		
Reading	4	Birkes	ES 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Birkes	ES 3	White	37	30	81%	89%	93%	16	43%	51%	73%	7	19%	27%	35%		
Reading	4	Birkes	ES 3	Two or More	9	8	89%	100%	94%	6	67%	100%	81%	*	*	*	50%		
Reading	4	Birkes	ES 3	Eco. Dis.	80	66	83%	86%	82%	39	49%	53%	54%	12	15%	19%	22%		
Reading	4	Birkes	ES 3	Emergent Bilingual	23	17	74%	87%	61%	7	30%	43%	35%	*	*	*	*		
Reading	4	Birkes	ES 3	At-Risk	73	59	81%	85%	74%	25	34%	38%	42%	5	7%	11%	16%		
Reading	4	Birkes	ES 3	SPED	24	12	50%	63%	64%	*	*	*	33%	*	*	*	*		
Reading	5	Birkes	ES 3	All	155	139	90%	93%	89%	114	74%	81%	71%	74	48%	55%	41%		
Reading	5	Birkes	ES 3	Hispanic	50	45	90%	96%	90%	34	68%	74%	73%	19	38%	44%	35%		
Reading	5	Birkes	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Birkes	ES 3	Asian	20	19	95%	100%	92%	15	75%	90%	88%	9	45%	60%	58%		
Reading	5	Birkes	ES 3	African Am.	28	22	79%	89%	80%	18	64%	75%	57%	13	46%	57%	29%		
Reading	5	Birkes	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Birkes	ES 3	White	53	49	92%	98%	94%	44	83%	89%	70%	32	60%	66%	45%		
Reading	5	Birkes	ES 3	Two or More	4	*	*	*	100%	*	*	*	88%	*	*	*	75%		
Reading	5	Birkes	ES 3	Eco. Dis.	76	64	84%	88%	85%	46	61%	64%	65%	23	30%	34%	31%		
Reading	5	Birkes	ES 3	Emergent Bilingual	26	20	77%	88%	74%	11	42%	54%	57%	*	*	*	22%		

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
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost 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
 - 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 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 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 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.