Cypress-Fairbanks Independent School District

Bane 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

Building a legacy of success for all learners.

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SCHOOL PROFILE

Bane Elementary is a campus in Houston, Texas. Bane Elementary opened its doors in 1961. Bane Elementary is projected to serve 880 students in grades PK-5th during the 2023-2024 school year, which is 130 from the previous year's 750.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- STAAR Data Reports
- Attendance Data
- Discipline Data
- TELPAS Data
- Local Assessment Data

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 18, 2023, and again on September 27, 2023, to develop and finalize the CNA. The meetings were held in the school library.

At the first meeting on May 18, 2023, Principal Cesar Diaz reviewed all data reports available at the time as well as the current Campus Improvement Plan in its entirety. The CPOC committee reviewed each of the strategies and provided recommendations based on the data reviewed and discussed.

At the second meeting on September 27, 2023, the CPOC requested feedback on additional strategies that the committee considered important to include in the CIP.

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 in ELAR. Our students are underperforming in the area of reading fluency and comprehension compared to students in other schools with similar demographics. Through the root cause analysis process, we identified that our instruction in ELAR needs to be more targeted and structured in order to maximize the learning of our students and accelerate their performance.

Our second identified priority problem is in the area of student achievement, specifically in Math. Although our students demonstrated growth, they are still not demonstrating to achieve at the same level of similar students groups. Through the root cause analysis process, we identified that we need to maximize our instructional time through differentiated instruction and targeted interventions that can support the learning of every student despite where they are in their learning of basic math skills.

Our third identified priority problem is in the area of student attendance, specifically the attendance rate of our students is below district and cluster averages. Through the root cause analysis process, we identified that we need to be more intentional about communicating with parents about the importance of good school attendance as well as addressing attendance concerns promptly when they come up.

Student Achievement

Student Achievement Strengths

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

Reading

- Exceeded our CIP target for Economically Disadvantaged, Emergent Bilingual and Special Education in 3rd grade approaches.
- Exceeded our CIP target, our district and cluster performance for African American in 3rd grade approaches, meets and masters.
- Aligned with district performance for African American and exceeded the cluster performance in 3rd grade approaches.
- Aligned with district and cluster performance for Emergent Bilingual students in 3rd grade approaches.
- Exceed our CIP target and cluster performance for Special Education in 4th grade approaches.
- Exceeded district performance for African American and Economically Disadvantaged in 4th grade approaches.
- Exceeded our CIP target and cluster performance for Special Education in 4th grade meets.
- Exceeded cluster performance for Emergent Bilingual in 4th grade meets.
- Exceeded targets for all group, hispanic, african american, economically disadvantaged, at-risk and special education in 5th grade approaches.
- Exceeded cluster performance for all group, african american, emergent bilingual and at-risk in 5th grade approaches.
- Exceeded district performance for african american in 5th grade approaches.
- Exceeded our CIP target for all group, african american, economically disadvantaged, emergent bilingual, at-risk and special education for 5th grade meets.
- Met or exceeded cluster performance for all group, white, at-risk and special education in 5th grade masters.
- Met or exceeded cluster and district performance for special education in 5th grade masters.

Math

- Exceeded our CIP target for all group, hispanic, african american, economically disadvantaged, and emergent bilingual in 3rd grade approaches.
- Exceeded district and cluster performance for african american in 3rd grade approaches.
- Exceeded our CIP target, district and cluster performance for african american in 3rd grade meets and masters.
- Exceeded our CIP target for all group, hispanic, african american, and economically disadvantaged in 4th grade approaches.
- Exceeded our CIP target and cluster performance in 3rd grade approaches.
- Exceeded our CIP target for all group, hispanic, african american, and economically disadvantaged in 4th grade meets.
- Exceeded our CIP target and cluster performance in 4th grade meets.
- Exceeded our CIP target for hispanic and african american in 4th grade masters.
- Exceeded or met our CIP target and district performance for emergent bilingual in 4th grade masters.
- Exceeded our CIP target for all group, hispanic, african american, economically disadvantaged, emergent bilingual, at-risk and special education in 5th grade approaches.
- Exceeded our CIP target for special education in 5th grade meets.
- Exceeded our CIP target for white in 5th grade masters.

Science

- Exceeded our CIP target for african american in 5th grade approaches.
- Exceeded our cluster performance in 5th grade meets and masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our student performance in reading is below district and cluster averages.   **Root Cause:** RLA: Reading Language Arts instruction must be more structured and targeted to address the individual needs of our student population.

Problem Statement 2: Math: Our student performance in math is below district and cluster averages.   **Root Cause:** Math: Math instruction must be more structured and targeted to address the individual needs of our student population.

Problem Statement 3: Science: Our students did not meet the targets for the approaches, meets and masters categories.   **Root Cause:** Science: Science instruction must be more structured and targeted to address the individual needs of our student population.

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.

- More than 90% of our staff believe and implement restorative practices when dealing with students discipline.
- 99% of our staff believe that in our school there are opportunities for professional growth.
- 95% of our staff believe that have access to information to help them do their job effectively.
- 98% of our staff believe that safety procedures have been implemented to maintain a safe school environment.
- 100% of our staff believe that quality work is expected of them.
- 95% of our staff believe that collaboration is expected in our school.
- 94% of our staff expressed that feedback is provided to improve their job performance.
- 97% of our staff believe that information related to their job is accessible.
- 97% of our staff believe that quality work is expected of students.
- 100% of our staff believe that decisions made at Bane are data driven.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: At Bane we need to continue to work on building a culture that fosters a growth mindset and coaching for professional growth. **Root Cause:** We need to continue to create more learning opportunities for the staff about ways to support a growth mindset and experience positive coaching opportunities.

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.

Based on the 2022-2023 Employee Perception Survey, the following areas received a combined score of 95% or higher (strongly agree or agree): Opportunities for professional growth are available, The work I am asked to do directly relates to my job responsibilities, Information is available to help me do my job effectively, Procedures have been implemented to keep me safe at work, Quality work is expected of me, Collaboration is encouraged and practiced, Information related to my job is accessible, I am clear about my job responsibilities, Quality work is expected of students, Decisions are data driven.

Staff recruitment and retention

Our school's culture and climate as strong family feel and pride. Our PBIS P.R.I.D.E. acronym supports and foster positivity, respect, integrity, clear decision making, high effort to improve student achievement and work performance. Although we have been impacted by the teacher shortage, due to our growth we have attracted new high quality staff from in and out of our school district.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our staff absence rate is higher than our student attendance.   **Root Cause:** Teacher/Paraprofessional Attendance: As a school with a high percentage of students' with significant academic, mental, emotional and basic needs, the demands for our staff are higher than average which results in staff requesting time off to tend to their medical and emotional needs.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Parent and community events offered are very well attended.
- Communication is always sent in English and Spanish to ensure all families receive and understand the information.
- Parents have multiple opportunities to participate in our school through parent lunches, parents, teachers and administrator conferences, evening events, field trips, etc.
- Parents are always welcome, greeted kindly and provided with the customer service that they deserve.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We have not offered sufficient volunteer opportunities for parents to participate more in the daily operations of our school.   **Root Cause:** We haven't allocated more resources in creating a stronger volunteer program that provides parents with the opportunities to come and serve in our school.

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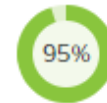
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Next Year's Recommendation: Monitor interventions by tracking data and having conversations regarding each student's progress.

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: We will utilize collaborative planning to further develop teachers' capacity to implement effective small-group instruction.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on attached CIP targets tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals and Principal.
	Formative		

	Nov	Feb	May
	60%	80%	75%

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: We will implement the use of manipulatives and academic vocabulary, along with targeted interventions such as Do The Math. Instructional teams will analyze student performance data throughout the school year to set goals, create differentiation, and engage in effective planning to support students' academic growth. Instructional teams will also design instructional plans that include highly rigorous and relevant learning opportunities, differentiation during instruction, and small group interventions including Closing the Gap.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals and Principal.
	Formative		

	Nov	Feb	May
	50%	70%	60%

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Utilize collaborative planning opportunities to increase teacher capacity and to plan for hands-on learning experiences that will allow students to think critically. Teachers will focus on building students' academic vocabulary and increasing science proficiency. Instructional teams will design instructional plans that include highly rigorous and relevant learning opportunities with a focus on hands-on learning and vocabulary development.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals and Principal.
	Formative		

	Nov	Feb	May
	45%	70%	50%

Strategy 4 Details	Formative Reviews		

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	40%	70%	95%

Strategy 5 Details	Formative Reviews		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes:
- Closing the Gap Time from 8:15-8:45 am Monday through Friday.
- Teachers will use the most current student performance data available in their content area and plan for targeted interventions to be delivered in a small group format.
- Students will receive effective and consistent targeted interventions in a small group setting in order to support their individual academic needs.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
	Formative		

	Nov	Feb	May
	50%	70%	90%

Strategy 6 Details	Formative Reviews		

Strategy 6: Well-Rounded Education: Students participate in targeted enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Targeted students in third, fourth and fifth grades with a history of academic challenges will be provided with an extended school day with a focus on improving their reading, math or science skills (Bane Academy Program). Based on the most current student performance academic data, selected students will also participate in Academic Camps after school for reading, math and science.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
 	
    The Bane Academy students' and students who participate in after school Academic Camps will improve their CLASS/MAP scores.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
	Formative		

	Nov	Feb	May
	70%	80%	70%
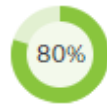
Strategy 7 Details	Formative Reviews		
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: With Title I support, Bane will implement the following measures: 1. Salaries for Supplemental Staff Positions: The 0.5 Primary Instructional Specialist will support PK-1 and 2nd grade ELAR collaborative planning and instruction, The Reading Specialist will support the Bane Academy program, Read 180 implementation and Reading intervention groups, the Testing Coordinator will support all district and state assessments as well as data analysis, and the Instructional Paraprofessional will support students in class, teachers and supervision of students. 2. Instructional Supplies: we will purchase student supplies as well as needed instructional supplies to enhance the teaching and learning. 3. Online Learning Resources: we will pay for online access to digital learning tools for students to access at school as well as at home. 4. Library Books and Authors Visits: we will purchase library books to be able to offer a variety of reading resources to our students. We will also bring selected authors to present information and books to our students. 5. Professional Development Registrations: we will pay for professional development registrations for teachers. 6. Consultants for Professional Development: we will contract content specific consultants to support our teachers and staff through professional development. 7. Ready To Grow Garden - Science Program: we will pay for gardening classes that are aligned with our district science curriculum. 8. PBIS Supplies: we will purchase supplies to effectively implement PBIS and provide teachers and students with the necessary tools to promote continued improvement in student discipline. 9. Family Engagement Supplies: we will purchase materials and resources to engage parents in volunteer work as well as provide family curriculum events to enhance our instructional program. 10. Extra Duty Pay: we will allocate funds to compensate our teachers and staff for additional work that is required to support our at-risk students. 11. Field Trips: we will use funds to provide students with opportunities to participate in educational field trips. Funds will cover admission and transportation. **Staff Responsible for Monitoring:** Principal	80%	90%	90%

0% No Progress   100% 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. We will utilize ESSER III funds to purchase instructional supplies for all areas of content to enhance instruction and provide students with the necessary resources for learning.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

    Next Year's Recommendation: Monitor students on interventionist list to make sure progress is happening.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Students in grades 1st and 2nd grade will participate in after-school tutoring from 3:40 pm to 4:30 pm to receive targeted reading and/or math interventions. Students will be selected based on reading/math proficiency assessment data and will participate in small group (4-5 students per teacher) interventions.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 85% of students participating in camps will gain mastery of the targeted skills being taught during each individual camp as demonstrated by formative assessment data. **Staff Responsible for Monitoring:** Principal	20%	50%	25%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Closing the achievement gaps of students due to the COVID-19 learning loss.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	70%	80%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core Content Area Interventionist in math will be hired to provide targeted academic support to small groups of students.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 80% of the students receiving math interventions from the designated 3-5 math intervention teacher will increase their fact fluency, computation, and/or problem-solving skills as demonstrated by local assessments such as checkpoints, DPMs, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Principal	80%	90%	90%

0% No Progress   100% 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

Next Year's Recommendation: Hire 3rd & 5th grade Class Size Reduction teachers. along with a math interventionist.

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. We will utilize the allocated SCE funds to purchase materials and supplies for our at-risk students to provide them with access to stronger and more frequent learning opportunities.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	70%	80%	100%
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue		

Goal 2: Campus Safety: Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

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

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Campus Crisis Intervention and Safety Committee will meet once a month to review drills conducted to evaluate effectiveness and make adjustments for improvement. The committee will also address general concerns and recommendations to enhance the safety of our campus.
     Strategy's Expected Result/Impact: On-going safety analysis and support will enhance the overall safety of our campus.
     Staff Responsible for Monitoring: Campus Crisis Intervention and Safety Committee, EOP Representative and Committee Chair, and Principal
	Formative		

	Nov	**Feb**	**May**
	60%	80%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.
     Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
     Staff Responsible for Monitoring: EOP representative and Principal
	Formative		

	Nov	**Feb**	**May**
	70%	80%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 2: Campus Safety: Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

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

    Next Year's Recommendation: The campus will be tracking data to increase overall attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	60%	70%	70%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	70%	80%	70%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Campus Safety: Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

    Evaluation Data Sources: Discipline reports

    Next Year's Recommendation: Hire a behavior coach to work with teachers,

Strategy 1 Details	Formative Reviews		

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 at teaching rules, procedures, and expectations that create a positive school climate. We will provide opportunities for staff to learn to identify signs of violence before it occurs. Staff will be able to identify triggers or signs that could result in violent situations. Staff will continue to participate in restorative discipline professional learning opportunities provided by CFISD student services.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals and Principal
	Formative		

	Nov	**Feb**	**May**
	80%	90%	95%
Strategy 2 Details	**Formative Reviews**		

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. The PBIS committee will continue to monitor student discipline reports and provide guidance to the classroom teachers. A campus-wide behavior continuum will be used by all teachers and staff.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: PBIS Committee, Assistant Principals, Principal
	Formative		

	Nov	**Feb**	**May**
	80%	90%	95%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Next Year's Recommendation: Create staff incentives to get staff to be present as much as possible.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Implement, communicate and promote attendance incentive program. Communicate staff attendance expectations and its impact to student learning. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%.	**Formative**		
	Nov	**Feb**	**May**
	50%	70%	55%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.
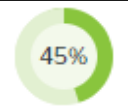
Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Rigor and Relevance Framework by the Center for Model Schools, Virtual Coaching by Sibme, Quantum Learning, and Restorative Discipline, ESL and other instructional strategies that support the needs of Bilingual Emergent students and content specific professional learning opportunities provided by the CFISD Curriculum and Instruction Department.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers and staff will learn new high yield instructional strategies that will enhance their practice and promote higher levels of student academic performance. **Staff Responsible for Monitoring:** Instructional Leadership Team (IS, APs, Principal)	70%	80%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Improve communication of family engagement events and activities. Utilize different methods of communication that will result in higher numbers of families informed about the opportunities being offered to them. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%.	**Formative**		
	Nov	Feb	May
	25%	60%	45%
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Develop and implement a Volunteer Engagement Plan that supports multiple opportunities for parents to participate in our school activities. This plan will define how parents can become volunteers and provide resources for them to learn the different activities that they can do to support our school.
    Strategy's Expected Result/Impact: Increase parental and family participation in our school. Improve communication with parents. Improve student discipline by increasing family engagement.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	25%	60%	30%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Emily Lovejoy	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Jamie Enriquez	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Liu Maria	Paraprofessional #2
Paraprofessional #1	Crystal Briones	Paraprofessional #1
Business Representative #2	Frankie Hernandez	Business Representative #2
Business Representative #1	Nathan Rouse	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Yohana Rivas	Parent #1
Administrator (LEA) #2	Shelita Balderas	Administrator (LEA) #2
Administrator (LEA) #1	Jennifer Thompson	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Sharon Tipping	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Susan Dennis-Garcia	Other School Leader (Nonteaching Professional) #1
Teacher #8	Sherrye Scott	Teacher #8
Teacher #7	Melba Paine	Teacher #7
Teacher #6	Miriam Chatelle	Teacher #6
Teacher #5	Schuler Sequietha	Teacher #5
Teacher #4	Lakendra Moseley	Teacher #4
Teacher #3	Beatrice Sparkman	Teacher #3
Teacher #2	Staci Hatcher	Teacher #2
Teacher #1	Leticia Zarzoza	Teacher #1
Principal	Cesar Diaz	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	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
					#	#	%	%	%	#	%	%		#	%	%	
Math	3	Bane	ES 9	All	106	60	57%	70%	37%	21	20%	25%	14%	8	8%	11%	*
Math	3	Bane	ES 9	Hispanic	84	48	57%	70%	36%	15	18%	23%	10%	5	6%	9%	*
Math	3	Bane	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bane	ES 9	Asian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bane	ES 9	African Am.	10	6	60%	73%	32%	*	*	*	*	*	*	*	*
Math	3	Bane	ES 9	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bane	ES 9	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bane	ES 9	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bane	ES 9	Eco. Dis.	97	56	58%	70%	38%	19	20%	25%	14%	7	7%	10%	*
Math	3	Bane	ES 9	Emergent Bilingual	51	28	55%	70%	25%	6	12%	17%	*	*	*	*	*
Math	3	Bane	ES 9	At-Risk	79	40	51%	65%	29%	11	14%	19%	9%	*	*	*	*
Math	3	Bane	ES 9	SPED	21	6	29%	42%	18%	*	*	*	*	*	*	*	*
Math	4	Bane	ES 9	All	113	61	54%	65%	39%	27	24%	29%	17%	9	8%	11%	*
Math	4	Bane	ES 9	Hispanic	89	48	54%	65%	41%	23	26%	31%	18%	8	9%	12%	*
Math	4	Bane	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bane	ES 9	Asian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bane	ES 9	African Am.	16	7	44%	55%	*	*	*	*	*	*	*	*	*
Math	4	Bane	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bane	ES 9	White	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bane	ES 9	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bane	ES 9	Eco. Dis.	109	58	53%	64%	39%	26	24%	29%	16%	9	8%	11%	*
Math	4	Bane	ES 9	Emergent Bilingual	41	14	34%	45%	34%	5	12%	17%	7%	*	*	*	*
Math	4	Bane	ES 9	At-Risk	89	42	47%	58%	33%	15	17%	22%	10%	6	7%	10%	*
Math	4	Bane	ES 9	SPED	16	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bane	ES 9	All	110	75	68%	75%	54%	23	21%	26%	24%	*	*	*	*
Math	5	Bane	ES 9	Hispanic	86	60	70%	77%	53%	19	22%	27%	26%	*	*	*	*
Math	5	Bane	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bane	ES 9	Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bane	ES 9	African Am.	11	6	55%	62%	61%	*	*	*	22%	*	*	*	*
Math	5	Bane	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bane	ES 9	White	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bane	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bane	ES 9	Eco. Dis.	97	65	67%	75%	55%	17	18%	23%	25%	*	*	*	*
Math	5	Bane	ES 9	Emergent Bilingual	60	38	63%	70%	35%	9	15%	20%	9%	*	*	*	*
Math	5	Bane	ES 9	At-Risk	93	60	65%	72%	47%	14	15%	20%	21%	*	*	*	*

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 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Math	5	Bane	ES 9	SPED	13	6	46%	53%	*	*	*	*	*	*	*	*	*
Reading	3	Bane	ES 9	All	106	67	63%	70%	52%	34	32%	37%	24%	10	9%	12%	7%
Reading	3	Bane	ES 9	Hispanic	84	52	62%	70%	52%	26	31%	36%	21%	7	8%	11%	5%
Reading	3	Bane	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bane	ES 9	Asian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bane	ES 9	African Am.	10	7	70%	77%	40%	5	50%	55%	25%	*	*	*	*
Reading	3	Bane	ES 9	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bane	ES 9	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bane	ES 9	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bane	ES 9	Eco. Dis.	97	62	64%	70%	53%	30	31%	36%	24%	10	10%	13%	7%
Reading	3	Bane	ES 9	Emergent Bilingual	51	33	65%	72%	38%	12	24%	29%	9%	*	*	*	*
Reading	3	Bane	ES 9	At-Risk	79	46	58%	65%	43%	18	23%	28%	16%	6	8%	11%	
Reading	3	Bane	ES 9	SPED	21	7	33%	40%	24%	*	*	*	*	*	*	*	*
Reading	4	Bane	ES 9	All	113	69	61%	70%	67%	36	32%	37%	34%	12	11%	14%	14%
Reading	4	Bane	ES 9	Hispanic	89	52	58%	67%	72%	26	29%	34%	35%	9	10%	13%	15%
Reading	4	Bane	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Bane	ES 9	Asian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Bane	ES 9	African Am.	16	9	56%	65%	33%	5	31%	36%	*	*	*	*	*
Reading	4	Bane	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Bane	ES 9	White	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Bane	ES 9	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Bane	ES 9	Eco. Dis.	109	66	61%	70%	69%	34	31%	36%	34%	11	10%	13%	13%
Reading	4	Bane	ES 9	Emergent Bilingual	41	18	44%	53%	68%	8	20%	25%	30%	*	*	*	7%
Reading	4	Bane	ES 9	At-Risk	89	46	52%	61%	63%	20	22%	27%	27%	6	7%	10%	10%
Reading	4	Bane	ES 9	SPED	16	6	38%	47%	40%	*	*	*	*	*	*	*	*
Reading	5	Bane	ES 9	All	111	84	76%	85%	62%	50	45%	50%	34%	24	22%	25%	12%
Reading	5	Bane	ES 9	Hispanic	87	64	74%	83%	61%	36	41%	46%	32%	16	18%	21%	12%
Reading	5	Bane	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bane	ES 9	Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bane	ES 9	African Am.	11	9	82%	90%	68%	*	*	*	45%	*	*	*	*
Reading	5	Bane	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bane	ES 9	White	6	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bane	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bane	ES 9	Eco. Dis.	98	72	73%	82%	64%	42	43%	48%	35%	20	20%	23%	13%
Reading	5	Bane	ES 9	Emergent Bilingual	61	41	67%	76%	40%	18	30%	35%	22%	5	8%	11%	*

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 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	5	Bane	ES 9	At-Risk	94	69	73%	82%	56%	40	43%	48%	29%	17	18%	21%	11%
Reading	5	Bane	ES 9	SPED	13	5	38%	47%	32%	*	*	*	*	*	*	*	*
Science	5	Bane	ES 9	All	111	54	49%	62%	37%	17	15%	20%	7%	*	*	*	*
Science	5	Bane	ES 9	Hispanic	87	38	44%	57%	38%	11	13%	18%	8%	*	*	*	*
Science	5	Bane	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bane	ES 9	Asian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bane	ES 9	African Am.	11	5	45%	58%	29%	*	*	*	*	*	*	*	*
Science	5	Bane	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bane	ES 9	White	6	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bane	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bane	ES 9	Eco. Dis.	98	46	47%	60%	38%	13	13%	18%	8%	*	*	*	*
Science	5	Bane	ES 9	Emergent Bilingual	61	23	38%	51%	20%	5	8%	13%	*	*	*	*	*
Science	5	Bane	ES 9	At-Risk	94	43	46%	59%	32%	12	13%	18%	6%	*	*	*	*
Science	5	Bane	ES 9	SPED	13	*	*	*	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 or 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.