

# Cypress-Fairbanks Independent School District

## Ault 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

# Demographics

## Demographics Summary

# Student Achievement

## Student Achievement Strengths

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

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Student Achievement levels in the Meets category were below cluster averages in most areas. **Root Cause:** RLA: Too much focus on moving kid from DNM to Approaches in 2022-23

**Problem Statement 2:** Math: 4th Grade Math achievement levels were below the rest of the campus. **Root Cause:** Math :The gap coming from 3rd grade due to COVID was wider than the other grade levels.

**Problem Statement 3:** Science: Number of students in the Approaches, Meets and Masters categories was below 2021-22 levels. **Root Cause:** Science: Too much focus on Math in 3rd and 4th grade year to try and close COVID gaps.

**Problem Statement 4:** Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

# School Culture and Climate

## School Culture and Climate Strengths

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

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Student anxiety and apprehension remained at a heightened level. **Root Cause:** School Culture and Climate: Students still adjusting to regular school and life after COVID.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

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

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff attendance was at the same level as 2021-22 and below expected levels. **Root Cause:** Teacher/Paraprofessional Attendance: Staff still feels anxiety about work and life at higher levels than before COVID.



# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

## Problem Statements Identifying Parent and Community Engagement Needs







**Problem Statement 1:** Parent and Community Engagement: Parent attendance at events is still not at expected levels. **Root Cause:** Parent and Community Engagement: Parents are still getting used to normal school activities.









# 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







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the achievement gap in Reading/LA and meet targeted goals.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team (Prinicpal, APs, ISs)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the achievement gap and meet targeted goals.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team (Principal, APs, ISs)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce number of students who need interventions and increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership (Principal, APs, ISs)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			


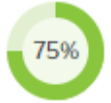




Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes: Targeted Tutorials, Reinforcement of Daily Lessons, Class Meetings, Targeted interventions</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

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







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: Teachers will provide before or after school tutoring to identified students to help close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Throughout the current school year, use the ESSER III 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Throughout the 2023-24 school year, use the ESSER III 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Development: K-5 Grade Reading/Language Arts teachers will participate in Professional Development with Schonda Guthrie. The professional development will focus on quality reading instruction and assessment and modeling.</p> <p><b>Strategy's Expected Result/Impact:</b> Throughout the 2023-24 school year, use the ESSER III funds to reduce the disparity in performance in reading levels and benchmark assessment data between Kinder-2nd grade 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 benchmark standard.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Development: 3-5 Math Teachers will participate in Math Training with Garland Linkelarger. This training will address planning, diagnosis of assessment data and instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Throughout the 2023-24 school year, use the SSER III funds to reduce the disparity in performance on Math STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

**Evaluation Data Sources:** STAAR Data










Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on attached data tables</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 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.

**High Priority**










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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> 100% of staff and students will implement and follow all Lead Safely guidelines and protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, nurse assistant principals, teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** Student attendance records










Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



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

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










**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to work to eliminate violence incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Implement Weekly Class Meetings each Monday to address areas of the campus culture and matrix.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, PBIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.







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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Provide incentives for teachers to have perfect attendance.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each month, we will focus on a specific aspect of adult/staff mental or physical health.  <b>Strategy's Expected Result/Impact:</b> Staff attendance rate will increase by 10%.  <b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors, Nurse</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 75% of teachers will receive job targeted professional development based on identified needs.








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed the STAAR targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 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 25%.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent and Family Engagement: Hold multiple events that will allow parents/family members to be on campus. <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 25%. <b>Staff Responsible for Monitoring:</b> Leadership Team	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>			

# 2023-2024 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Karin Olsen	District Representative
Other School Leader (Nonteaching Professional) #4	Ann Rader	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Danielle Toet	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Dana Oatis	Business Representative #2
Business Representative #1	Stephanie Jurica	Business Representative #1
Community Member #2	Jayce King	Community Member #2
Community Member #1	Matt Miller	Community Member #1
Parent #2	Brieanna Barnett	Parent #2
Parent #1	marcus Breidenthal	Parent #1
Administrator (LEA) #1	Lynlea Dickerson	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Christi Morrison	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Jacinda Jornda	Other School Leader (Nonteaching Professional) #1
Teacher #8	Rhonda Neilson	Teacher #8
Teacher #7	Sara Gierman	Teacher #7
Teacher #6	Laura Skeen	Teacher #6
Teacher #5	Mary Aldape	Teacher #5
Teacher #4	Jennifer Ehlers	Teacher #4
Teacher #3	Emily McKian	Teacher #3
Teacher #2	Heather Childers	Teacher #2
Teacher #1	Edrick Smith	Teacher #1
Principal	Jeff Lacoce	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	Ault	ES 2	All	138	116	84%	88%	79%	72	52%	60%	58%	33	24%	30%	22%
Math	3	Ault	ES 2	Hispanic	40	35	88%	90%	80%	20	50%	65%	59%	7	18%	30%	16%
Math	3	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Ault	ES 2	Asian	18	16	89%	91%	70%	13	72%	80%	70%	6	33%	45%	50%
Math	3	Ault	ES 2	African Am.	21	14	67%	72%	64%	6	29%	40%	24%	*	*	*	*
Math	3	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Ault	ES 2	White	54	46	85%	88%	87%	30	56%	65%	69%	17	31%	40%	31%
Math	3	Ault	ES 2	Two or More	4	*	*	*	63%	*	*	*	*	*	*	*	*
Math	3	Ault	ES 2	Eco. Dis.	47	39	83%	88%	71%	21	45%	55%	46%	7	15%	25%	7%
Math	3	Ault	ES 2	Emergent Bilingual	14	11	79%	84%	61%	5	36%	50%	39%	*	*	*	*
Math	3	Ault	ES 2	At-Risk	37	29	78%	83%	62%	16	43%	50%	36%	5	14%	25%	15%
Math	3	Ault	ES 2	SPED	20	10	50%	55%	42%	5	25%	40%	24%	*	*	*	*
Math	4	Ault	ES 2	All	174	147	84%	88%	76%	107	61%	66%	50%	66	38%	42%	21%
Math	4	Ault	ES 2	Hispanic	59	47	80%	85%	79%	31	53%	60%	50%	17	29%	40%	21%
Math	4	Ault	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Ault	ES 2	Asian	20	18	90%	92%	81%	17	85%	90%	56%	13	65%	75%	*
Math	4	Ault	ES 2	African Am.	19	15	79%	83%	50%	10	53%	65%	25%	6	32%	45%	*
Math	4	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Ault	ES 2	White	69	61	88%	90%	79%	45	65%	70%	55%	29	42%	50%	23%
Math	4	Ault	ES 2	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Ault	ES 2	Eco. Dis.	63	48	76%	80%	73%	36	57%	65%	37%	21	33%	45%	16%
Math	4	Ault	ES 2	Emergent Bilingual	21	14	67%	72%	55%	12	57%	65%	*	7	33%	45%	*
Math	4	Ault	ES 2	At-Risk	70	48	69%	72%	53%	35	50%	55%	25%	18	26%	38%	*
Math	4	Ault	ES 2	SPED	22	13	59%	65%	54%	5	23%	40%	23%	*	*	*	*
Math	5	Ault	ES 2	All	158	147	93%	94%	92%	104	66%	70%	76%	43	27%	35%	36%
Math	5	Ault	ES 2	Hispanic	41	38	93%	94%	91%	23	56%	65%	75%	7	17%	25%	34%
Math	5	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Ault	ES 2	Asian	17	16	94%	95%	93%	16	94%	95%	87%	11	65%	70%	53%
Math	5	Ault	ES 2	African Am.	19	18	95%	96%	83%	9	47%	55%	63%	*	*	*	25%
Math	5	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Ault	ES 2	White	78	72	92%	93%	94%	53	68%	70%	80%	24	31%	36%	38%
Math	5	Ault	ES 2	Two or More	2	*	*	*	100%	*	*	*	*	*	*	*	*
Math	5	Ault	ES 2	Eco. Dis.	56	55	98%	99%	89%	37	66%	70%	66%	13	23%	40%	34%
Math	5	Ault	ES 2	Emergent Bilingual	21	19	90%	92%	67%	11	52%	65%	40%	*	*	*	*
Math	5	Ault	ES 2	At-Risk	84	76	90%	92%	82%	42	50%	55%	57%	11	13%	25%	18%

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	Ault	ES 2	SPED	11	8	73%	80%	61%	*	*	*	35%	*	*	*	*
Reading	3	Ault	ES 2	All	137	116	85%	90%	77%	83	61%	66%	61%	32	23%	28%	32%
Reading	3	Ault	ES 2	Hispanic	39	36	92%	94%	84%	27	69%	72%	61%	7	18%	30%	35%
Reading	3	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Ault	ES 2	Asian	18	13	72%	75%	80%	10	56%	65%	80%	6	33%	45%	*
Reading	3	Ault	ES 2	African Am.	21	15	71%	75%	48%	9	43%	50%	32%	*	*	*	*
Reading	3	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Ault	ES 2	White	54	47	87%	90%	84%	33	61%	68%	70%	13	24%	40%	37%
Reading	3	Ault	ES 2	Two or More	4	*	*	*	63%	*	*	*	*	*	*	*	*
Reading	3	Ault	ES 2	Eco. Dis.	47	39	83%	88%	71%	25	53%	60%	46%	6	13%	25%	21%
Reading	3	Ault	ES 2	Emergent Bilingual	13	10	77%	80%	72%	5	38%	45%	50%	*	*	*	*
Reading	3	Ault	ES 2	At-Risk	36	23	64%	70%	57%	11	31%	40%	36%	*	*	*	15%
Reading	3	Ault	ES 2	SPED	20	9	45%	50%	37%	6	30%	40%	16%	*	*	*	*
Reading	4	Ault	ES 2	All	174	153	88%	90%	90%	103	59%	64%	70%	55	32%	37%	33%
Reading	4	Ault	ES 2	Hispanic	59	49	83%	88%	100%	35	59%	65%	76%	17	29%	40%	39%
Reading	4	Ault	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Ault	ES 2	Asian	20	19	95%	96%	81%	13	65%	70%	69%	10	50%	60%	31%
Reading	4	Ault	ES 2	African Am.	19	18	95%	96%	75%	8	42%	55%	50%	5	26%	40%	25%
Reading	4	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Ault	ES 2	White	69	62	90%	92%	91%	44	64%	68%	72%	23	33%	40%	30%
Reading	4	Ault	ES 2	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Ault	ES 2	Eco. Dis.	64	51	80%	85%	92%	32	50%	55%	69%	16	25%	35%	29%
Reading	4	Ault	ES 2	Emergent Bilingual	21	13	62%	68%	91%	7	33%	45%	73%	5	24%	35%	*
Reading	4	Ault	ES 2	At-Risk	69	52	75%	80%	75%	27	39%	45%	42%	15	22%	30%	9%
Reading	4	Ault	ES 2	SPED	22	12	55%	60%	65%	*	*	*	35%	*	*	*	*
Reading	5	Ault	ES 2	All	158	142	90%	92%	88%	99	63%	68%	69%	46	29%	34%	40%
Reading	5	Ault	ES 2	Hispanic	40	37	93%	95%	88%	22	55%	65%	70%	9	23%	35%	43%
Reading	5	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Ault	ES 2	Asian	17	17	100%	100%	93%	16	94%	95%	73%	11	65%	70%	47%
Reading	5	Ault	ES 2	African Am.	19	16	84%	88%	83%	8	42%	55%	57%	*	*	*	30%
Reading	5	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Ault	ES 2	White	79	69	87%	90%	91%	51	65%	70%	72%	21	27%	35%	41%
Reading	5	Ault	ES 2	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Ault	ES 2	Eco. Dis.	57	51	89%	91%	87%	33	58%	65%	60%	13	23%	30%	31%
Reading	5	Ault	ES 2	Emergent Bilingual	21	20	95%	96%	53%	10	48%	65%	33%	*	*	*	*



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	#	%	%		#	%	%		#	%	#		%
					#													
Reading	5	Ault	ES 2	At-Risk	83	70	84%	88%	75%	39	47%	60%	45%	16	19%	25%	16%	
Reading	5	Ault	ES 2	SPED	11	6	55%	60%	52%	*	*	*	*	*	*	*	*	
Science	5	Ault	ES 2	All	159	133	84%	88%	82%	77	48%	52%	51%	39	25%	30%	27%	
Science	5	Ault	ES 2	Hispanic	41	34	83%	88%	84%	17	41%	50%	45%	6	15%	25%	23%	
Science	5	Ault	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Ault	ES 2	Asian	17	15	88%	92%	73%	11	65%	75%	60%	9	53%	60%	33%	
Science	5	Ault	ES 2	African Am.	19	14	74%	80%	78%	7	37%	50%	48%	*	*	*	22%	
Science	5	Ault	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Ault	ES 2	White	79	67	85%	88%	86%	40	51%	56%	57%	22	28%	35%	33%	
Science	5	Ault	ES 2	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Ault	ES 2	Eco. Dis.	57	45	79%	83%	81%	24	42%	50%	45%	10	18%	30%	14%	
Science	5	Ault	ES 2	Emergent Bilingual	21	15	71%	80%	40%	5	24%	40%	*	*	*	*	*	
Science	5	Ault	ES 2	At-Risk	84	63	75%	80%	64%	26	31%	40%	30%	13	15%	25%	12%	
Science	5	Ault	ES 2	SPED	11	5	45%	55%	48%	*	*	*	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 (2<sup>nd</sup>-5<sup>th</sup>)
    - 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 2<sup>nd</sup>-5<sup>th</sup> grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

## Science

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

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

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

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

## Elementary Music (K- 5)

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

## Visual Arts (K–5)

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