

Cypress-Fairbanks Independent School District

Danish 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 learners.

Vision

LEAD

Learn

Empower

Achieve

Dream

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Comprehensive Needs Assessment

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SCHOOL PROFILE

Danish Elementary is a campus in Houston, Texas. Danish Elementary opened its doors in 2005. Danish Elementary is projected to serve 909 students in grades EE-5 during the 2023-2024 school year, which is a decrease of 19 students from the previous year of 928.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- *End-of-year mClass reports
- *End-of-year district benchmark results
- *STAAR results
- *End-of-year office referral reports
- *End-of-year Employee Perception Survey
- *TFI report
- *Title 1 parent survey
- *End-of-year student attendance data for both students and staff

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 23, 2023, and again on September 23, 2023, to develop and finalize the CNA. The meetings were held in the Danish library at Danish Elementary at 8 a.m.

At the first meeting on May 23, 2023, Principal Kelly Dalton reviewed the data that was currently available. The committee divided into groups as follows: ELAR, Math, Science, Staff Recruitment and Retention, Discipline/Environment. Each group reviewed the currently available data, agreed on problem statements, and worked on root causes that could be ascertained from the data that was currently available. Each group shared their findings.

At the second meeting on September 12, 2023, Principal Kelly Dalton reviewed the data that was currently available. The committee divided into groups as follows: ELAR, Math, Science, Staff Recruitment and Retention, Discipline/Environment. Each group reviewed the currently available data, agreed on problem statements, and worked on root causes that could be ascertained from the data that was currently available. Each group then shared their findings.

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, students need explicit instruction decoding. Through the root cause analysis process, we identified teachers need to incorporate phonic and phonemic awareness lessons into their daily routines.

Our second identified priority problem is in the area of student achievement, specifically, students need instruction in the number sense. Through the root cause analysis process, we identified that teachers need to utilize small group instruction to fill in gaps in number sense with students.

Our third identified priority problem is in the area of discipline, specifically students with Tier 2 and 3 behaviors. Through the root cause analysis process, we identified students need mentors to connect with the school and improve their behaviors.

Student Achievement

Student Achievement Strengths

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

GROWTH IN THE FOLLOWING AREAS:

ELAR

3RD READING: ALL, HISPANIC, ASIAN, AFRICAN-AMERICAN, WHITE, ECONOMICALLY DISADVANTAGED, LEP CURRENT, AT-RISK AND SPECIAL EDUCATION

5TH READING: ALL, HISPANIC, ASIAN, AFRICAN AMERICAN, ECONOMICALLY DISADVANTAGED, LEP CURRENT, AT-RISK, SPECIAL EDUCATION

MATH

3RD MATH: ALL, HISPANIC, ASIAN, AFRICAN AMERICAN WHITE, ECONOMICALLY DISADVANTAGED, LEP CURRENT, AT-RISK, SPECIAL EDUCATION

5TH MATH: ALL, AFRICAN AMERICAN, TWO OR MORE RACES, ECONOMICALLY DISADVANTAGED, AT-RISK, SPECIAL EDUCATION

SCIENCE

USE OF TECHNOLOGY TO INCREASE UNDERSTANDING OF CONCEPT

USE OF HANDS-ON EXPERIMENTS AND ACTIVITIES

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students in all grade levels are struggling with decoding words they are unfamiliar with. **Root Cause:** RLA: Teachers need to incorporate phonics and phonemic awareness into daily lessons.

Problem Statement 2: Math: Economically disadvantaged students have weaknesses in number sense that need to be addressed to fill in gaps. **Root Cause:** Math: Students need small group instruction to address individual needs in math concepts.

Problem Statement 3: Science: Current EB learners are not performing at the same level as other student groups. **Root Cause:** Science: Teachers need to increase the use of academic vocabulary and utilization of vocabulary activities and word walls

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.

Overall decrease in the number of office referrals.

Five of our 7 grade levels had a decrease in the number of office referrals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students who are at a Tier 2 or 3 are not connected to staff/school in a manner that positively affects their behavior. **Root Cause:** School needs to provide mentors for and training in working with students at Tier 2 and 3.

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.

All statements in the EPS survey had 90%+ agreement.

In the EPS survey, 100% of the staff surveyed felt safe at work.

In the EPS survey, 100% of the staff felt they had opportunities for professional growth.

All new teachers receive a mentor.

All teachers participate in Design Teams to provide input on school events.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences were higher than expected in the 22-23 school year. **Root Cause:** Teacher/Paraprofessional Attendance: Staff need support in working with at-risk students at Tier 2 and 3.

Parent and Community Engagement

Parent and Community Engagement Strengths

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






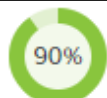
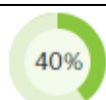
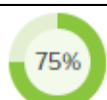
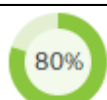
Goals




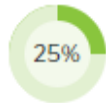
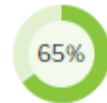




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will utilize HMH and Heggerty curriculum to increase the number of students who master phonics and phonemic awareness. Strategy's Expected Result/Impact: Meet or exceed attached CIP target tables Staff Responsible for Monitoring: instructional specialists, assistant principals and principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Utilize small group instruction to meet the needs and fill in the gaps students have in number sense. Strategy's Expected Result/Impact: Meet or exceed attached CIP target tables Staff Responsible for Monitoring: instructional specialists, assistant principals, principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Increase instruction of vocabulary to all learners with emphasis on bilingual/ESL students. Strategy's Expected Result/Impact: Meet or exceed CIP target tables Staff Responsible for Monitoring: instructional specialists, assistant principals, principal	Formative		
	Nov	Feb	May
			

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
			
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: 8:45-9:30 Daily Teachers work in small groups to meet the needs of students based on current data Students not with the teacher are working on defined activities to meet needs identified by the teacher. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Instructional Specialist, Digital Coach, Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Dolphin Daily (news crew that produces a weekly news segment for all students), choir, Garden presentations, Storyteller, Action Based Learning Lab, Hour of Code, Name that Book team, running club, field trips, plays and performances. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, AP, Instructional Specialists,	Formative		
	Nov	Feb	May
			


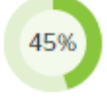










Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: Danish will use their Title 1 funds for the following with the indicated results/impact:</p> <ol style="list-style-type: none"> 1. The Behavior Interventionist will provide support for staff and students to increase the amount of time students are in class for quality first instruction. 2. Paraprofessionals will be provided to support students in the classroom to meet the CIP targets set and attached to this document. 3. The storyteller will provide live storytelling to increase students' comprehension and assist in meeting the CIP targets set and attached to this document. 4. Ready to Grow Gardens will provide twice monthly hands-on garden lessons to have real-life examples to support science in meeting the CIP targets set and attached to this document. 5. Field trips will be provided for all grade levels to provide real-life examples of classroom lessons and support the students in meeting the CIP targets set and attached to this document. 6. Translation will be provided for all documents sent home to increase the parents' ability to participate in school activities. 7. Temporary workers will be provided to help intervene with students and assist in classroom instruction so that they can meet the CIP targets set and attached. 8. Online resources will be provided for the students to use in school and at home so that students can meet the CIP targets set and attached to this document. 9. Provide high-quality training for both teachers and administrators to increase knowledge and increase the knowledge teachers have in their fields. 10. Parent Involvement events will be provided throughout the school year to increase the parent/school/student/staff connection and help meet CIP targets set and attached to this document. 11. High-quality supplies will be provided for staff and students to use in the classroom. These supplies will help students to meet the CIP targets set and attached to this document. 12. Ready to Grow Gardens will install a butterfly garden to provide real-life examples of science concepts and to help students meet the CIP targets set and attached to this document. 13. Students will participate in Drum Cafe to make cultural connections to music and to make connections to help students meet the CIP targets set and attached to this document. 14. An outdoor science classroom will be created to increase the use of the outdoor space near the garden to help make connections and to help meet the CIP targets set and attached to this document. 15. Students need current library books to enhance their attainment of reading skills in both Spanish and English. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Breakfast Club - Students will come in before school to work with an interventionist and a para on skill gaps during Breakfast Club. Teachers will also plan and learn through extra duty workshops and planning. Strategy's Expected Result/Impact: By the end of the 2023-24 school year our placed and retained 1st and 2nd graders and STAAR failures will make 1.5 years progress. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in Reading will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: By the end of the 2023-24 school year our retained or placed 1st and 2nd graders will make 1.5 years progress. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide high-quality supplies for classroom instruction. Strategy's Expected Result/Impact: By the end of the 2023-24 school year our placed and retained 1st and 2nd graders and STAAR failures will make 1.5 years progress. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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

Summative Evaluation: Significant progress made toward meeting Objective


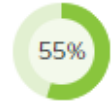
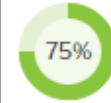

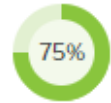





Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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

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











Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Staff will increase the use of positive reinforcement to decrease inappropriate behavior in the classroom. Strategy's Expected Result/Impact: Decrease in the number of office referrals and classroom removals. Staff Responsible for Monitoring: Principal, APs, Behavior Interventionist	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, 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: APs, Principal	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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

- Evaluation Data Sources:** Student attendance records
- Summative Evaluation:** Some progress made toward meeting Objective




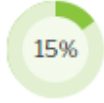
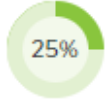
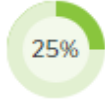




Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy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

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective








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 to teach rules, procedures, and expectations that create a positive school climate. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation of the PBIS Rewards program and class meetings. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
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 campus will work to build community in the classroom through daily class meetings, utilize mentors for our Tier 2 and 3 students and provide training for teachers on working with students who have Tier 2 and 3 behavior. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 1: Increase teacher knowledge of strategies for working with at-risk students.

Evaluation Data Sources: Student discipline data

Summative Evaluation: Significant progress made toward meeting Objective


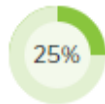
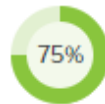




Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: School will have 9-week incentives for staff who have perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal and Assistant Principals	Formative		
	Nov	Feb	May
	 25%	 40%	 100%
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Reading Academy, Becky Koesel, Elizabeth Martin, various training and book studies based on teacher/student needs. Strategy's Expected Result/Impact: Increase of skill level in teachers/staff Staff Responsible for Monitoring: Principal, and Assistant Principals	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Provide multiple virtual and in-person opportunities for parents to connect to the classrooms - family nights in both fall and spring - parent info nights for title 1, parent conferences. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal and APs	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 CPOC

Committee Role	Name	Position
Classroom Teacher	Joshua Aitken	Teacher #9
Other School Leader (Nonteaching Professional) #4	Anna McLean	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Kevin Sullivan	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Shirley Mattocks	Paraprofessional #2
Paraprofessional #1	Bridget Cotten	Paraprofessional #1
Business Representative #2	Andrea Scott	Business Representative #2
Business Representative #1	Alex Soler	Business Representative #1
Community Member #2	Christopher Foteh	Community Member #2
Community Member #1	Anna Cowser	Community Member #1
Parent #2	Amy Hendrix	Parent #2
Parent #1	Lindsey Mann	Parent #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Laura Adams	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Stephanie Campbell	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Misty Evans	Other School Leader (Nonteaching Professional) #1
Teacher #8	Cierra Evans	Teacher #8
Teacher #7	Karla Van Horn	Teacher #7
Teacher #6	Jessica Schell	Teacher #6
Teacher #5	Kourtney Clarke	Teacher #5
Teacher #4	Javon Hernandez	Teacher #4
Teacher #3	Yessica Zul	Teacher #3
Teacher #2	Adrienne Campbell	Teacher #2
Teacher #1	Sonia Posada #1	Teacher #1
Principal	Kelly Dalton	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	Danish	ES 7	All	132	80	61%	66%	54%	36	27%	32%	15%	14	11%	16%	4%
Math	3	Danish	ES 7	Hispanic	54	34	63%	68%	58%	17	31%	36%	14%	5	9%	14%	*
Math	3	Danish	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Danish	ES 7	Asian	10	10	100%	100%	*	7	70%	75%	*	*	*	*	*
Math	3	Danish	ES 7	African Am.	51	26	51%	56%	46%	5	10%	15%	13%	*	*	*	*
Math	3	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Danish	ES 7	White	13	9	69%	74%	64%	6	46%	51%	*	*	*	*	*
Math	3	Danish	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Danish	ES 7	Eco. Dis.	114	66	58%	63%	52%	29	25%	30%	15%	10	9%	14%	*
Math	3	Danish	ES 7	Emergent Bilingual	39	25	64%	69%	60%	12	31%	36%	13%	*	*	*	*
Math	3	Danish	ES 7	At-Risk	68	35	51%	56%	51%	15	22%	27%	14%	5	7%	12%	*
Math	3	Danish	ES 7	SPED	20	8	40%	45%	*	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	All	144	77	53%	58%	57%	46	32%	37%	26%	17	12%	17%	11%
Math	4	Danish	ES 7	Hispanic	70	37	53%	58%	58%	23	33%	38%	23%	6	9%	14%	10%
Math	4	Danish	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	Asian	13	11	85%	88%	90%	9	69%	74%	70%	7	54%	59%	50%
Math	4	Danish	ES 7	African Am.	46	22	48%	53%	52%	10	22%	27%	17%	*	*	*	*
Math	4	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	White	10	5	50%	55%	56%	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Danish	ES 7	Eco. Dis.	124	60	48%	53%	57%	33	27%	32%	26%	12	10%	15%	9%
Math	4	Danish	ES 7	Emergent Bilingual	39	21	54%	59%	58%	12	31%	36%	24%	*	*	*	*
Math	4	Danish	ES 7	At-Risk	99	48	48%	53%	50%	24	24%	29%	19%	6	6%	11%	8%
Math	4	Danish	ES 7	SPED	18	*	*	*	39%	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	All	134	95	71%	76%	57%	43	32%	37%	29%	10	7%	12%	8%
Math	5	Danish	ES 7	Hispanic	62	41	66%	71%	56%	20	32%	37%	30%	*	*	*	6%
Math	5	Danish	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	Asian	10	9	90%	93%	92%	9	90%	93%	75%	*	*	*	42%
Math	5	Danish	ES 7	African Am.	45	31	69%	74%	45%	9	20%	25%	18%	*	*	*	*
Math	5	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	White	13	11	85%	88%	70%	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Danish	ES 7	Eco. Dis.	109	72	66%	71%	51%	30	28%	33%	26%	7	6%	11%	7%
Math	5	Danish	ES 7	Emergent Bilingual	36	20	56%	61%	47%	7	19%	24%	21%	*	*	*	*
Math	5	Danish	ES 7	At-Risk	93	59	63%	68%	43%	24	26%	31%	16%	*	*	*	*

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	Danish	ES 7	SPED	23	13	57%	62%	*	*	*	*	*	*	*	*	*
Reading	3	Danish	ES 7	All	131	103	79%	82%	72%	59	45%	50%	45%	23	18%	21%	18%
Reading	3	Danish	ES 7	Hispanic	54	42	78%	81%	79%	28	52%	57%	52%	11	20%	25%	17%
Reading	3	Danish	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Danish	ES 7	Asian	10	8	80%	83%	100%	6	60%	65%	*	*	*	*	*
Reading	3	Danish	ES 7	African Am.	50	39	78%	81%	60%	15	30%	35%	38%	*	*	*	21%
Reading	3	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Danish	ES 7	White	13	11	85%	88%	85%	8	62%	67%	46%	5	38%	43%	*
Reading	3	Danish	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Danish	ES 7	Eco. Dis.	113	87	77%	80%	70%	48	42%	47%	43%	17	15%	20%	18%
Reading	3	Danish	ES 7	Emergent Bilingual	39	28	72%	75%	88%	19	49%	54%	46%	10	26%	31%	*
Reading	3	Danish	ES 7	At-Risk	67	46	69%	77%	66%	25	37%	42%	38%	12	18%	23%	14%
Reading	3	Danish	ES 7	SPED	20	8	40%	45%	25%	*	*	*	*	*	*	*	*
Reading	4	Danish	ES 7	All	144	101	70%	73%	83%	56	39%	44%	51%	19	13%	18%	21%
Reading	4	Danish	ES 7	Hispanic	70	48	69%	74%	83%	25	36%	41%	56%	8	11%	16%	15%
Reading	4	Danish	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Danish	ES 7	Asian	13	11	85%	90%	89%	9	69%	74%	78%	*	*	*	*
Reading	4	Danish	ES 7	African Am.	45	32	71%	76%	77%	17	38%	43%	40%	5	11%	16%	17%
Reading	4	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Danish	ES 7	White	11	7	64%	69%	100%	*	*	*	67%	*	*	*	56%
Reading	4	Danish	ES 7	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Danish	ES 7	Eco. Dis.	125	86	69%	74%	82%	44	35%	40%	50%	14	11%	16%	19%
Reading	4	Danish	ES 7	Emergent Bilingual	40	25	63%	68%	81%	9	23%	28%	53%	*	*	*	19%
Reading	4	Danish	ES 7	At-Risk	100	66	66%	71%	77%	30	30%	35%	43%	5	5%	10%	17%
Reading	4	Danish	ES 7	SPED	20	6	30%	35%	52%	*	*	*	26%	*	*	*	*
Reading	5	Danish	ES 7	All	132	108	82%	85%	76%	71	54%	59%	47%	32	24%	29%	22%
Reading	5	Danish	ES 7	Hispanic	60	46	77%	80%	74%	29	48%	53%	45%	13	22%	27%	21%
Reading	5	Danish	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Danish	ES 7	Asian	10	10	100%	100%	92%	8	80%	83%	75%	5	50%	55%	42%
Reading	5	Danish	ES 7	African Am.	45	37	82%	85%	73%	21	47%	52%	43%	6	13%	18%	18%
Reading	5	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Danish	ES 7	White	13	11	85%	88%	90%	9	69%	74%	*	5	38%	43%	*
Reading	5	Danish	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Danish	ES 7	Eco. Dis.	107	86	80%	83%	72%	53	50%	55%	41%	21	20%	25%	18%
Reading	5	Danish	ES 7	Emergent Bilingual	35	30	86%	89%	66%	16	46%	51%	32%	5	14%	19%	*

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	Danish	ES 7	At-Risk	92	71	77%	80%	66%	41	45%	50%
Reading	5	Danish	ES 7	SPED	22	9	41%	46%	33%	*	*	*	*	*	*	*	*
Science	5	Danish	ES 7	All	133	89	67%	72%	56%	51	38%	43%	20%	12	9%	14%	8%
Science	5	Danish	ES 7	Hispanic	61	40	66%	71%	51%	22	36%	41%	17%	5	8%	13%	*
Science	5	Danish	ES 7	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Danish	ES 7	Asian	10	9	90%	93%	83%	7	70%	73%	58%	*	*	*	*
Science	5	Danish	ES 7	African Am.	45	27	60%	65%	57%	12	27%	32%	16%	*	*	*	*
Science	5	Danish	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Danish	ES 7	White	13	10	77%	80%	60%	9	69%	74%	*	*	*	*	*
Science	5	Danish	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Danish	ES 7	Eco. Dis.	108	70	65%	70%	51%	38	35%	38%	17%	9	8%	13%	7%
Science	5	Danish	ES 7	Emergent Bilingual	35	21	60%	65%	45%	10	29%	34%	13%	*	*	*	*
Science	5	Danish	ES 7	At-Risk	92	54	59%	64%	44%	30	33%	38%	12%	6	7%	12%	*
Science	5	Danish	ES 7	SPED	22	11	50%	55%	*	5	23%	28%	*	*	*	*	*

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Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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