

Cypress-Fairbanks Independent School District

Duryea 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

We SWIM together! Safety Wisdom Integrity Motivation

Adding value to every child, every chance, every day.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Duryea Elementary is a campus in Katy, Texas. Duryea opened its doors in 2004. Duryea is projected to serve 1,100 students in grades PK-5 during the 2023-2024 school year, which is an increase from the previous year of 850.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Duryea's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 9, 2023, and again on September 25, 2023 to develop and finalize the CNA. The meetings were held in Duryea Elementary's library from 4pm - 5pm.

At the first meeting on May 9, 2023, principal Tomicka Williams discussed:

- May CIP Strategy Evaluation
- Completion of 2022-23 CIP Summative Evaluation
- Conduct 2023-24 Needs Assessment
- Begin 2023-24 Campus Improvement Plan
- Discussion and completion of the 2023-24 Title I preliminary planning budget

At the second meeting on SEPTEMBER 25, 2023, the CPOC discussed:

- STAAR Updates
- CIP Goals
- Title I (how funds are spent, parent meetings/engagement events)
- Questions/Comments

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 Math: Primary Math- AA and Sped students are our lowest performing sub-populations. Math 3-5- Our AA and Sped students perform below district expectations. Through the root cause analysis process, we identified Math: Primary Math- We need to consistently implement data driven small group instruction using manipulatives. Math 3-5-We need to purposely plan to differentiate instruction based on individual student data. We need to provide the opportunity for collaboration between special education and regular education teachers to ensure good first instruction..

Our second identified priority problem is in the area of student achievement, specifically Primary RLA problem solving. Through the root cause analysis process, we identified :
Primary ELAR- We need to focus on letter names, letter sounds, word reading, reading accuracy and reading fluency. ELAR 2-4- We need to consistently implement data-driven small group instruct.

Our third identified priority problem is based on the fact that students are beginning the 2023-24 school year with learning gaps. Through the root cause analysis process, we identified that 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.

Demographics

Demographics Summary

The staff at Duryea Elementary School include 55 teachers, 22 paraprofessionals, 16 non-classroom professionals, and 3 administrators.

The current student enrollment at Duryea is 1, 070.

The student population as of September 2022: 62% Hispanic, 0% American Indian, 3% Asian, 24% African American, 0% Pacific Islander, 8% White, and 3% Multi-Racial. Additionally, the campus serves 18% Bilingual, 8% English as Second Language, 10% Special Education, and 82% economically disadvantaged students.

The most current data indicate the campus has a 15.4% mobility rate.

Demographics Strengths

Diversity is the strength of Duryea Elementary. We currently serve 62% Hispanic, 0% American Indian, 3% Asian, 24% African American, 0% Pacific Islander, 8% White, and 3% Multi-Racial. Additionally, the campus serves 18% Bilingual, 8% English as Second Language, 10% Special Education, and 82% economically disadvantaged students.

Student Achievement

Student Achievement Strengths

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

The 2022-2023 State Accountability System report denoted the following STAAR performance for all student groups and content areas combined:

Approaches Grade Level: 60%

Meets Grade Level: 29%

Masters Grade Level: 11%

We grew in the African-American Subpop demographics.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA:Problem Statement Primary ELAR- we will increase the mCLASS passing percentage by 3%. RLA: ELAR 2-4- Our African-American and Special Education populations are performing at low sub-population. **Root Cause:** Primary ELAR- We need to focus on letter names, letter sounds, word reading, reading accuracy and reading fluency. ELAR 2-4- We need to consistently implement data-driven small group instruct.

Problem Statement 2: Math: Primary Math- AA and Sped students are our lowest performing sub-populations. Math 3-5- Our AA and Sped students perform below district expectations. **Root Cause:** Math: Primary Math- We need to consistently implement data driven small group instruction using manipulatives. Math 3-5-We need to purposely plan to differentiate instruction based on individual student data. We need to provide the opportunity for collaboration between special education and regular education teachers to ensure good first instruction.

Problem Statement 3: Science In Science, our students did not experience enough differentiation of project-based learning/instruction that includes hands-on activities. **Root Cause:** Science:We need to meet children where they are by reviewing data, planning intentional PBL to differentiate, fill in the gaps, and meet the needs of our targeted populations--AA

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

School Culture and Climate

School Culture and Climate Strengths

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

Students are aware of the PBIS language for our school...SWIM

Staff feel supported by administration in academics and behavior.

Staff are recognized and rewarded for their hard work in the classroom, attendance, and relationships with students.

Students are rewarded for their hard work in the classroom, attendance, and relationships with students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our African-American sub-population's behaviors, disciplinary actions, and DMC placement are disproportionate to other sub-populations. **Root Cause:** Teachers need more support in creating safe and engaging learning environments with effective classroom management practices and the ability to differentiate their teaching style to meet the needs of all our students.

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.

New Teacher Mentor Academy

Mentor assigned to new to profession and guide for experienced transfer teachers new to Duryea

Opportunity to observe other colleagues at Duryea and other campuses

Academic and behavioral support from campus and district leaders

Professional development opportunities at the campus and district level

Coaching opportunities for all staff both new to the profession and veteran teachers

Opportunities for leadership and the campus and district level

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our staff attendance remains at 94% **Root Cause:** Teacher/Paraprofessional Attendance: Staff need to attend to their personal needs when they can get doctor appointments.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

There are many parent and community engagement opportunities at Duryea. They are well-attended due to:

Timely and well-published communication.

Clear and concise communication

Welcoming and fun environment

Communication is accessible

Time of events are acceptable for the community

Ability to have a Parent and Family Engagement Liaison on staff to assist with activities and events.

Provide opportunities during the day for WATCH DOGS and Moms with Moms with HEART.

Evening opportunities such as Trunk or Treat, Book Fairs, KISS Dance, Concerts and Plays, Curriculum Nights, and Family Health Nights are well attended.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Family and Community Events are well attended in the evening, but we need to find ways to have more parents during the day. **Root Cause:** Due to increase in enrollment, more staff have been hired which causes an issue for parent and visitor parking.

Goals

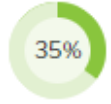

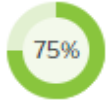






Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.










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: Some progress made toward meeting Objective

Next Year's Recommendation: 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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Instructors will utilize data to plan and implement activities, with a specific focus on African-American and Special Education students. Utilizing current data, the teachers will consistently use the HMH program, Mclass interventions and skills based reading resources for strategy groups with fidelity, and will differentiate instruction in small group settings.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Instructors will purposely plan differentiated lessons for at-risk populations, mainly African American and Special Education. We will support this effort by analyzing individual student data to drive our whole group and small group instruction. We will also use ST Math (linked to MAP) to give student individualized intervention.</p> <p>Strategy's Expected Result/Impact: 1. Instructors will use data to plan quality whole group and small group instruction. 2. Use ST Math (linked to MAP) to give students individualized intervention.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: To address learning gaps in Science, instructors will engage students in hands-on learning experiences/experiments following the 5E Instructional Model and then model/practice how to bridge these experiences with high-rigor application/assessment.</p> <p>Strategy's Expected Result/Impact: 1. Follow the 5E Instructional Model 2. Model/Practice strategies to bridge the experiment with the application/assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal, PE Coach, Nurse, Classroom Teachers, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Students will be provided opportunities to close the instructional achievement gap of our most at risk students during Fundamental Instructional (FIN) time. Students are also offered an opportunity to participate in an hour of Accelerated Instruction (AI) in the after school Dolphin Academy once or twice per week.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Reading Interventionist, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Dolphin Academy - reading/writing/math/science after school tutoring program offered Math and ELAR Interventionists- providing intervention for struggling students District Science, Math Intervention, and Reading Intervention- support provided by the district for our struggling students Online Curriculum Programs- Amplify, MClass, ST Math, Achieve 3000, Go Math, Gizmos, IXL, Xtra Math GIM Kit, Blookit Field trips: Houston Interactive Aquarium, Nature Trails, Blessington Farms</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Title One Committee, Principal, Assistant Principals, Instructional Specialists, Title One Coordinator</p>	Formative		
	Nov	Feb	May
			
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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: Met Objective

Next Year's Recommendation: NA

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: After-school tutoring will be held on Wed. from 4:00-5:10 pm; teachers will receive extra duty pay; students invited will be data-based; 16 sessions will be scheduled. We will also hold learning camps to fill in learning gaps.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Testing Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core Content Area Interventionist in Math will work with students in small groups. These groups will be based on STAAR scores from 2022-23 school year and SIT students. The interventionist will also push in when schedules deem necessary.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, math scores will increase by 10% in grades 3,4,5.</p> <p>Staff Responsible for Monitoring: Principal, Math Instructional Specialists, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
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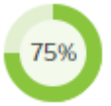




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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: Met Objective

Next Year's Recommendation: 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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
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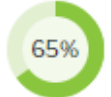





Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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
Record of Implementation of Campus Safety Committee Improvement Strategies

Summative Evaluation: Met Objective

Next Year's Recommendation: By the end of the current school year, 100% of the district's safety policies will be implemented.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.</p> <p>Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Safety Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year and communicate effectively via radios.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: By the end of the current school year, student attendance will be at 95% or higher.

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, Attendance Committee, Assistant Principals, Registrar, Teachers	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, Attendance Committee, Assistant Principals, Registrar	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Next Year's Recommendation: The campus will use restorative discipline practices and add additional training for staff.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use PBIS strategies including restorative practices, building relationships, and implement the suggestions from the PBIS and safety committee to reduce violent incidents on campus</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students will participate in restorative practices</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
 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 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Perfect / best attendance awards are given to both individuals and teams, Various staff awards/incentives are given to acknowledge staff regularly and encourage participation, Monthly: Three Distinguished Dolphin Awards - recognized once per month, Quarterly: Powerful Practice / Fundamental 5 ribbons, Annually: Grade level of the Year; Best Practices Awards</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Team Leaders, Teachers, Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
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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 and staff are Receiving High-Quality Professional Development: By the end of the current school year, 90% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning

Walk-through

Powerwalks

Lesson Plans

District Content Training's

Region IV: Early Childhood Conf

Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12)

GT certification trainings








Classroom Management

Model Schools Conference

Rockin'Review Lead4ward

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: By the end of the current school year, 90% of teachers will receive job targeted professional development based on identified needs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Science of Teaching Reading, Reading Academy, Technology training, MAP, AMP, Performance Matters, Powerwalks (Fundamental 5); Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12), Model Schools Conference, Rockin'Review Lead4ward conference</p> <p>Strategy's Expected Result/Impact: Professional Development provided will support our teachers and staff in their efforts to improve ELAR comprehension, writing, and math of our targeted assistance for our African American, Hispanic, and Economically Disadvantaged students. It will also provide classroom management techniques to support a learning environment conducive to student engagement and success.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Testing Coordinator, Teachers</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 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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Increase parent and family engagement by adding parent knowledge of technology, behavior and mental health support.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Campus offers a number of parent and family engagement meetings for students and families including: Meet the Teacher, August 17, 2023 Open House, September 20, 2023 Fall Family Night Oct. 13, 2023 Family Reading Night, December 6, 2023 F.A.S.T. January 17, 2024 KISS Dance (kids Invite Someone Special) February 10, 2024 Math and Science Night, March 7, 2024 Step Up to Kinder Event - April 11, 2024</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. Staff Responsible for Monitoring: Principal, Assistant Principals, Parent and Family Engagement Liaison, Title One Coordinator, and Teachers</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>			

2023-2024 CPOC

Committee Role	Name	Position
Teacher #8	Mariangel Diaz	2nd grade
Administrator	Jennifer Carson	Assistant Principal
Non-classroom Professional	Christi Rolett	Intervention
Other School Leader (Nonteaching Professional) #1	Carlos Joseph	PAFE
Classroom Teacher	Crephat Grengbondai	
Classroom Teacher	Gregory Stephens	teacher
Special Education	Darcie Keller	SPED
Teacher #7	Brianna McKay	Kindergarten
Teacher #6	Angela Henry	5th grade
Teacher #5	Alma Andrade	4th grade
Teacher #4	Raquel DeLeon	3rd grade
Teacher #3	Kris Phillips	1st grade
Teacher #2	Tabitha Quinn	PK
Teacher #1	Olivia Mancuso	PEAMS
Other School Leader (Nonteaching Professional) #1	Jessi White	2-5 ELAR Instructional Specialist
Business Representative	Carla Marsh	Business Representative #1
Community Member #1	Karen Thompson	Community Member #1
Parent #1	Brittany Booker	Parent #1
Administrator (LEA) #2	Melanie Ceynar	District Representative
Administrator (LEA) #1	Maricela Barron	Primary Instructional Specialist
Administrator (LEA) #1	Karen Stull	Testing Coordinator
Administrator (LEA) #2	Emily Burelsmith	4-5 Math Science Instructional Specialist
Administrator	Elisa Guevara	Counselor
Other School Leader #1	Aretha Gardner	2-3 Math Instructional Specialist
Administrator	Antoinette Henry	Counselor
Administrator	Tassmaine Newton	Assistant Principal
Principal	Tomicka Williams	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	Duryea	ES 7	All	118	76	64%	67%	58%	38	32%	34%	19%	12	10%	12%	4%		
Math	3	Duryea	ES 7	Hispanic	74	53	72%	73%	60%	26	35%	36%	21%	8	11%	12%	7%		
Math	3	Duryea	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Duryea	ES 7	Asian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Duryea	ES 7	African Am.	32	15	47%	49%	51%	7	22%	24%	17%	*	*	*	*		
Math	3	Duryea	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Duryea	ES 7	White	10	7	70%	72%	75%	*	*	*	*	*	*	*	*		
Math	3	Duryea	ES 7	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Duryea	ES 7	Eco. Dis.	94	60	64%	66%	56%	31	33%	35%	19%	8	9%	11%	3%		
Math	3	Duryea	ES 7	Emergent Bilingual	37	20	54%	55%	59%	6	16%	17%	*	*	*	*	*		
Math	3	Duryea	ES 7	At-Risk	68	33	49%	50%	48%	13	19%	20%	11%	*	*	*	*		
Math	3	Duryea	ES 7	SPED	18	*	*	*	23%	*	*	*	*	*	*	*	*		
Math	4	Duryea	ES 7	All	134	94	70%	71%	57%	52	39%	40%	31%	15	11%	12%	6%		
Math	4	Duryea	ES 7	Hispanic	74	52	70%	71%	62%	29	39%	39%	38%	6	8%	10%	6%		
Math	4	Duryea	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Duryea	ES 7	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Duryea	ES 7	African Am.	42	26	62%	62%	44%	11	26%	26%	17%	*	*	*	*		
Math	4	Duryea	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Duryea	ES 7	White	10	10	100%	100%	77%	8	80%	80%	*	*	*	*	*		
Math	4	Duryea	ES 7	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Duryea	ES 7	Eco. Dis.	103	71	69%	69%	58%	36	35%	35%	31%	9	9%	9%	7%		
Math	4	Duryea	ES 7	Emergent Bilingual	40	25	63%	65%	54%	11	28%	30%	26%	*	*	*	*		
Math	4	Duryea	ES 7	At-Risk	85	53	62%	62%	45%	23	27%	27%	19%	*	*	*	*		
Math	4	Duryea	ES 7	SPED	17	7	41%	41%	23%	*	*	*	*	*	*	*	*		
Math	5	Duryea	ES 7	All	130	97	75%	76%	63%	46	35%	37%	30%	13	10%	11%	4%		
Math	5	Duryea	ES 7	Hispanic	62	49	79%	79%	71%	23	37%	38%	27%	7	11%	11%	*		
Math	5	Duryea	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Duryea	ES 7	Asian	5	5	100%	100%	*	*	*	*	*	*	*	*	*		
Math	5	Duryea	ES 7	African Am.	50	32	64%	65%	42%	12	24%	26%	26%	*	*	*	*		
Math	5	Duryea	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Duryea	ES 7	White	10	8	80%	85%	91%	6	60%	65%	64%	*	*	*	*		
Math	5	Duryea	ES 7	Two or More	3	*	*	*	83%	*	*	*	*	*	*	*	*		
Math	5	Duryea	ES 7	Eco. Dis.	111	84	76%	77%	58%	39	35%	37%	26%	10	9%	11%	*		
Math	5	Duryea	ES 7	Emergent Bilingual	36	26	72%	73%	55%	11	31%	33%	19%	*	*	*	*		
Math	5	Duryea	ES 7	At-Risk	89	65	73%	74%	54%	24	27%	29%	23%	5	6%	7%	*		

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	Duryea	ES 7	SPED	18	8	44%	45%	*	*	*	*	*	*	*	*	*			
Reading	3	Duryea	ES 7	All	119	83	70%	70%	62%	40	34%	40%	35%	10	8%	15%	12%			
Reading	3	Duryea	ES 7	Hispanic	75	54	72%	75%	65%	28	37%	40%	40%	5	7%	10%	13%			
Reading	3	Duryea	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	3	Duryea	ES 7	Asian	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	3	Duryea	ES 7	African Am.	32	19	59%	59%	54%	5	16%	19%	26%	*	*	*	10%			
Reading	3	Duryea	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	3	Duryea	ES 7	White	10	9	90%	92%	88%	6	60%	63%	*	*	*	*	*			
Reading	3	Duryea	ES 7	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	3	Duryea	ES 7	Eco. Dis.	95	63	66%	69%	62%	30	32%	35%	36%	6	6%	9%	10%			
Reading	3	Duryea	ES 7	Emergent Bilingual	37	20	54%	57%	55%	8	22%	25%	24%	*	*	*	*			
Reading	3	Duryea	ES 7	At-Risk	69	40	58%	61%	52%	17	25%	28%	27%	*	*	*	5%			
Reading	3	Duryea	ES 7	SPED	18	5	28%	31%	26%	*	*	*	*	*	*	*	*			
Reading	4	Duryea	ES 7	All	136	106	78%	78%	78%	62	46%	46%	47%	21	15%	15%	15%			
Reading	4	Duryea	ES 7	Hispanic	75	56	75%	76%	82%	35	47%	47%	53%	11	15%	15%	13%			
Reading	4	Duryea	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	4	Duryea	ES 7	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	4	Duryea	ES 7	African Am.	42	32	76%	76%	68%	15	36%	36%	35%	5	12%	12%	10%			
Reading	4	Duryea	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	4	Duryea	ES 7	White	11	10	91%	94%	92%	6	55%	58%	54%	*	*	*	46%			
Reading	4	Duryea	ES 7	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*			
Reading	4	Duryea	ES 7	Eco. Dis.	105	80	76%	76%	78%	46	44%	44%	47%	14	13%	13%	16%			
Reading	4	Duryea	ES 7	Emergent Bilingual	40	26	65%	65%	71%	14	35%	35%	47%	*	*	*	*			
Reading	4	Duryea	ES 7	At-Risk	86	63	73%	74%	72%	35	41%	41%	37%	11	13%	13%	5%			
Reading	4	Duryea	ES 7	SPED	17	7	41%	41%	48%	*	*	*	18%	*	*	*	*			
Reading	5	Duryea	ES 7	All	130	93	72%	75%	75%	48	37%	40%	46%	15	12%	15%	22%			
Reading	5	Duryea	ES 7	Hispanic	62	47	76%	79%	71%	26	42%	45%	43%	8	13%	16%	19%			
Reading	5	Duryea	ES 7	Am. Indian	0	*	*	*	*	*	*	16%	*	*	*	*	*			
Reading	5	Duryea	ES 7	Asian	5	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	5	Duryea	ES 7	African Am.	50	32	64%	67%	70%	12	24%	27%	41%	*	*	*	18%			
Reading	5	Duryea	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	5	Duryea	ES 7	White	10	8	80%	85%	100%	6	60%	63%	82%	*	*	*	45%			
Reading	5	Duryea	ES 7	Two or More	3	*	*	*	100%	*	*	*	*	*	*	*	*			
Reading	5	Duryea	ES 7	Eco. Dis.	111	78	70%	73%	72%	42	38%	41%	42%	13	12%	15%	20%			
Reading	5	Duryea	ES 7	Emergent Bilingual	36	23	64%	67%	67%	8	22%	25%	24%	*	*	*	13%			

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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.