

# Cypress-Fairbanks Independent School District

## Fiest Elementary School

2023-2024



# Mission Statement

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

## Vision

LEAD - Learn. Empower. Achieve. Dream.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Fiest Elementary School is a campus in Houston, Texas. Fiest Elementary opened its doors in 1989. Fiest Elementary is projected to serve 840 students in grades ECSE3 - 5 during the 2023-2024 school year, which is a projected decrease from the previous year of 854 students at the end of 2022-23.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- CFISD Benchmark Data
- STAAR
- End-of-Year Assessment data for non-STAAR grade levels
- Attendance Data
- Discipline Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 8, 2023 and again on September 7, 2023 to develop and finalize the CNA. The meetings were held in in the school library at 4:10 pm..

At the first meeting on on May 8, 2023, principal Dr. Jeanette Gerault, the instructional specialists, assistant principals and the behavior interventionist reviewed the data for student achievement from the 2022-2023 school year as well as school culture data from the Employee Perception Survey and parent feedback from our Title 1 Parent Survey, and discipline data. The committee also reviewed the Title 1 budget from the 2022-2023 school year. Based on this information, the committee determined strengths and areas of focus for the upcoming year. The committee completed the Root Cause Analysis and developed our projected goals and objectives based on the information available. The committee also made a preliminary plan for Title 1 spending for the 2023-2024 school year.

At the second meeting on September 7, 2023 the CPOC committee reviewed the updated STAAR and EOY data and compared the data to the preliminary goals and objectives to determine if they were still appropriate based on any new information. Necessary updates were made and accepted by the committee. Title 1 spending adjustments were also made.

The problem statements and root causes are listed in each section of the needs assessment.

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically in RLA Student performance across all grade levels and most sub pops are below the targets for Meets and Masters. Through the root cause analysis process, we identified We have focused small group instruction and intervention toward students performing below grade level or the approaches category. We need to purposefully plan systematic and explicit instruction, academic conversation and practice purposeful small group with our (African American, EB, White, Asian, Hispanic and SpEd) students specifically in mind as the root cause.

Our second identified priority problem is in the area of student achievement, specifically in Math, student math performance shows a greater percent of students not meeting, and or Approaching grade level, compared to those Meeting or Mastering. Through the root cause analysis process, we identified Teachers are not completely knowledgeable on how to effectively implement differentiated instruction to meet all levels of students. We need to prepare, plan and think critically to be proactive in teaching interactive vocabulary skills, utilizing mathematical conversations and real-world problem solving.

Our third identified priority problem is in the area of student discipline, specifically knowing and understanding campus expectations and following them. Through the root cause analysis process, we identified staff needs to support all students through consistent, common language to shape and reinforce positive behaviors and commit to implementing the PBIS behavior matrix and continuum across all campus settings for consistency in expectations for all students.

# Student Achievement

## Student Achievement Strengths

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

### Reading:

Fiest's 3,4,5 grade students increased the percentage of student scoring at "approaches" or higher in reading by 5%.

Students in 3rd grade met or exceeded the CIP target for the All, African American, White and Economically Disadvantaged groups. They also equaled or surpassed the district in ALL, African American, and White groups and our cluster in the All, African American, White, Economically Disadvantaged and At-Risk groups.

Students in 4th grade met or exceeded the CIP target for the Hispanic, Special Education and Emergent Bilingual groups. They also equaled or surpassed the district in Hispanic and Special Education and our cluster in the Special Education group.

Students in 5th grade met or exceeded the CIP target for the All, African American, White, At-Risk, Special Education and Economically Disadvantaged groups. They also equaled or surpassed the district in African American, At-Risk and Special Education groups and our cluster in the White and Special Education groups.

### Math:

Fiest's 3,4,5 grade students increased the percentage of students scoring at "approaches" or higher in math by 9%.

Students in 3rd grade met or exceeded the CIP target for the All, Hispanic, White, Emergent Bilingual, At-Risk, Special Education and Economically Disadvantaged groups. They also equaled or surpassed the district in Hispanic and Special Education groups and our cluster in the White and Special Education groups.

Students in 4th grade met or exceeded the CIP target for the All, Hispanic, White Emergent Bilingual, At-Risk, Special Education, and Economically Disadvantaged groups. They also equaled or surpassed the district in Hispanic and Special Education groups and our cluster in the White and Special Education.

Students in 5th grade met or exceeded the CIP target for the All, Hispanic, African American, White, Emergent Bilingual, At-Risk, Special Education and Economically Disadvantaged groups. They also equaled or surpassed our cluster in the All, African American, White, and Economically Disadvantaged groups.

### Science:

Fiest's 5th grade students exceeded or equaled the district percentage of achieving the "Masters" level in the Hispanic, Economically Disadvantaged, Emergent Bilingual, and and the At-Risk student groups. Our students equaled or surpassed the cluster percentages in the All, White, Economically Disadvantaged, Emergent Bilingual, and At-Risk student groups at the Masters level.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Student performance across all grade levels and most sub pops are below the targets for Meets and Masters. **Root Cause:** RLA: We have focused small group instruction and intervention toward students performing below grade level or the approaches category. We need to purposefully plan systematic and explicit instruction, academic conversation and practice purposeful small group with our (African American, EB, White, Asian, Hispanic and SpEd) students specifically in mind.

**Problem Statement 2:** Math: Student math performance shows a greater percent of students not meeting, and or Approaching grade level, compared to those Meeting or Mastering. **Root Cause:** Math: Teachers are not completely knowledgeable on how to effectively implement differentiated instruction to meet all levels of students. We need to prepare, plan and think critically to be proactive in teaching interactive vocabulary skills, utilizing mathematical conversations and real-world problem solving.

**Problem Statement 3:** Science: Our Science performance in the Meets and Masters categories was low compared to previous years. **Root Cause:** Science: Students' inability to write about science concepts using academic and nonacademic vocabulary. We need to purposefully plan interactive vocabulary activities, real-world/relevant experiences in science, and discuss the impact of them in the classroom using academic conversation and content-based writing.

**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.

The following strengths were identified in the Employee Perception Survey for the 2022-2023 school year:

The Employee Perception Survey from 2022-2023 indicates the following are 85%+: opportunities to think for myself, opportunities for professional growth are available, work asked of me relates to my job, information is available to help me do my job effectively, opportunities are available to provide input, procedures have been implemented to keep me safe, quality work is expected from me, opportunities for collaboration, opportunities to discuss concerns with my administrators, information to my job is accessible, I am clear about my job responsibilities, various forms of feedback are given to help me improve my performance, quality work is expected of students and decisions are data driven.

The area below 85% agreement is: staff recognition is built into the school culture at 80% agreeing and 20% in disagreement.

Fiest has a mentoring programming, PALS, Teacher Prep Program, Student Leadership and Bear PAws to support a positive environment.

Our teachers conduct Bringing Out the Best monthly lessons to PK-5 to build positive relationships and promote safety for all students and staff. The assistant principals have code of conduct talks so that students are aware of the rules and consequences for not following the rules. Our counselors and behavior interventionist teach guidance lesson on friendship, bullying, test-anxiety, social skills and problem solving. All classes conduct class meetings and social skills lessons during morning meeting time each day.

As a Positive Behavioral Interventions and Supports (PBIS) campus, it is our goal to create a safe learning environment where all students are Be Respectful, Take Ownership, Be Accountable, Be Reliable, Be Safe. Students can earn a ROAR points via Class Dojo when demonstrating knowledge of the ROAR; which they have a class menu of items to purchase from as well as school wide incentives each month (i.e. Bear Mart for holiday purchases, make a craft, game day, etc). "Self Managers" is another incentive for students to earn when they consistently follow the expectations as well as go above and beyond be a positive role model for others at school. The students receive a badge and have special privileges in class and school.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Schoolwide discipline procedures including PBIS strategies are not consistently implemented. **Root Cause:** Students are struggling to appropriately communicate their needs and teachers are struggling to prevent and de-escalate disruptions. Staff needs additional training and resources to support PBIS and behavior.



# 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.

Fiest had 2 retirements and 1 resignation. We had 7 transfers in 2022-2023. We only hired 8 new teachers.

- All teachers are Highly Qualified or completing an ACP program to become HQ.
- Personnel with different strengths are hired through a series of administrative and team interviews
- Fiest serves as an educational learning campus for student teachers and Teacher Prep Program from Cy-Falls
- PTO provides money for teachers to attend staff development
- Title 1 budget permits for multiple professional development opportunities
- New teachers/paraprofessionals are assigned a mentor to provide support
- Relevant professional development is offered in our building as needed, such as MClass, classroom management, technology, etc.
- Paraprofessionals are invited to attend staff development at the campus

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Paraprofessionals and Teachers are more likely to be absent on a Monday or a Friday. Frequent staff absences impacts student learning and lack of substitutes directly impacts teams. **Root Cause:** Teacher/Paraprofessional Attendance: Due to COVID, Flu and other illnesses, staff took absences as needed. Staff also took time off because dr offices do not have late afternoon appointments. Some staff members use their 10 allotted absences each year through a combination of illness and personal days.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

Numerous opportunities for family and community involvement are provided throughout the year. In 2022-2023, we have/will host events such as: Meet the Teacher, Open House, Unplugged Family Event, Winter Math/Reading Nights, Science Night, Rodeo Round-Up/Bear Parade, Penguin Ball, Student Showcase Night, Awards Day, 5<sup>th</sup> Grade Recognition Night, Veteran's Day Celebration, and Book Fairs,

Our partnerships with CFFCU and Cornerstone United Methodist Church provide many meaningful volunteer opportunities.

Fiest utilizes multiple forums for communication to keep parents informed. These include newsletters, School Messenger, Remind texts, e-mails, marquee, and social media posts.

## Problem Statements Identifying Parent and Community Engagement Needs


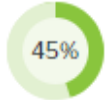

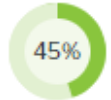





**Problem Statement 1:** Parents of at-risk students do not always attend school events. **Root Cause:** We need to advertise and make more connections with parents to give them more incentive to attend.










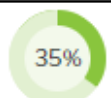


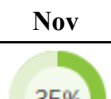
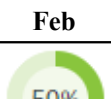
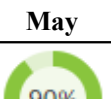
# Goals













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




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

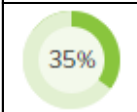
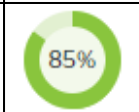

**Evaluation Data Sources:** STAAR RLA, Math, and Science





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> We will support all students in daily small group instruction based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Implementing Texas Reading Academy strategies)</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches, meets, and masters grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for small group instruction discussions using small group reading resources.</p> <p>Walkthroughs: P/APs/ISs will look for evidence of purposeful small group instructional techniques in the classroom, at least once a month. Small Group Reading Intervention for 1st and 2nd grade students significantly reading below grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: RLA:</b> We will support all students in reading and listening comprehension through daily read alouds with accountable talk, with a strategic focus on STAAR rigor, use of visuals, and provide experiences virtually and in person to grow student schema.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Meet or exceed the targets on the attached CIP target tables.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: RLA:</b> We will support all students in decoding and phonics instruction in order to strengthen writing compositions. We will use knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in and out of context. We will utilize Texas Reading Strategies and provide teacher staff development opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Writing: Students will apply writing strategies across all content areas. They will have opportunities to write critically and deepen thinking weekly in subjects beyond Language Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Writing: We will commit to supporting all students with direct instruction of grammar and mechanics, as well as application of these skills to strengthen written compositions. We will continue to review these skills throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Math: We will focus on creating a deeper understanding of number sense and fact fluency to grow students' numeracy. Strategies that will be employed include making tens, using the base ten system, committing to number talks, utilizing ST Math with fidelity within the math instructional block, and growing teacher capacity through Math training with Garland.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Math: We will grow mathematical comprehension by utilizing a problem-solving process. To aid in student understanding, teachers will collaborate and vertically align when considering the main idea, visual representation, and vocabulary to grow students' schema. Strategies that will be utilized include time for teacher coaching with Garland, professional development focused on alignment and consistency, and classroom anchor charts that target vocabulary and examples for students to reference independently.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Math: We will support student growth in mathematical operations and computations. Strategies that will be employed to facilitate this growth include Number Talks, utilizing ST Math purposefully and with fidelity, working with an outside math consultant Garland L to grow teacher capacity, and focusing on teaching multiple strategies to make math accessible to students in multiple ways.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Science: We will ensure best first-time instruction through continued use of the 5E Model with fidelity and create experiences to increase student schema and grow their curiosity so that students make connections and see relevance to their daily lives. Strategies that we will use are focusing on PD pertaining to differentiation, utilizing planning time to build in more "explore" time, and allowing more time for science on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Science: We will focus on reading comprehension in science by building knowledge and skills in vocabulary, context clues, and text features through explicit instruction. Strategies that we will use are focused word walls using Visual Non-Glossary, instruction on prefixes and suffixes to build meaning, Flocabulary, and graphic organizers.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 20 minutes of purposeful, specific, targeted lessons each day that includes: Reading and Math Adaptive Practice Programs such as: Amplify, Achieve 3000, Amira and ST Math</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful grammar, mechanics, and vocabulary instructional techniques in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13: Well-Rounded Education:</b> 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: Deepen understanding of and address specific academic needs of all student groups in an effort to provide opportunities for all children, including each of the subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) along with at-risk students to meet the challenging State academic standards. We will:</p> <ul style="list-style-type: none"> <li>- provide supplies/materials/resources and staff to facilitate quality first instruction.</li> <li>- provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being.</li> <li>- Promote PBIS in all areas of our school (face-to-face and virtual)</li> <li>- provide direction for families in the use of Schoology</li> <li>- SEL - Sanford Harmony lessons/activities</li> <li>- provide additional intervention for targeted students in Math and Reading (Read 180, SGRI, ESSER III, 4545)</li> </ul> <p>Academic tutoring before/after school,  Math/Reading Nights,  Science Family Night,  Connected/Unplugged Family Night,  Book Fair Family Nights,  Box/Book Facts).</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Student Data:</b> The percentage of students reaching "approaches grade level standard" will increase.  <b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, and Instructional teaching and paraprofessional staff.</p>	Formative		
	Nov	Feb	May
			





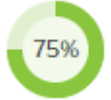



Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p><b>Strategy's Expected Result/Impact:</b> With Title I support, Fiest will implement the following measures:</p> <ol style="list-style-type: none"> <li>1. Salaries - The class-size reduction reading teacher in Kindergarten, .5 instructional coach, and instruction paraprofessional will assist with meeting our students' goals in all content areas.</li> <li>2. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</li> <li>3. Library Books and Author Visits -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.</li> <li>4. Online Learning Resources -Students will utilize Flowcabulary to assist with classwork, intervention, and practice at school and at home to assist in meeting or exceeding instructional targets.</li> <li>5 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</li> <li>6. Contract Services - (Math Consultant, organizations such as The Museum of Natural Science) Students are provided with relevant, hands-on learning opportunities to support our science curriculum. Our math consultant will work with math teachers and interventionists to develop stronger mathematical understanding and strategies.</li> <li>7. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.</li> <li>8. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.</li> <li>9. Extended Day pay - Staff members will be paid for tutoring, training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.</li> <li>10. Parent Involvement - We will increase parent involvement through the year with events like Meet the Teacher, Curriculum Night, Unplugged Family Night, Winter Wonders Event, Rodeo Round-Up, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, BI, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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


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


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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: We will provide after school tutoring for 1st-5th graders demonstrating a need for additional support to meet district standards.</p> <p><b>Strategy's Expected Result/Impact:</b> We will grow mathematical comprehension by utilizing a problem-solving process. To aid in student understanding, teachers will collaborate and vertically align when considering the main idea, visual representation, and vocabulary to grow students' schema.</p> <p>We will support all students in small group instruction based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Implementing Texas Reading Academy strategies)</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> We will grow mathematical comprehension by utilizing a problem-solving process. To aid in student understanding, teachers will collaborate and vertically align when considering the main idea, visual representation, and vocabulary to grow students' schema.</p> <p>We will support all students in small group instruction based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Implementing Texas Reading Academy strategies)</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> We will support all students in small group instruction based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Implementing Texas Reading Academy strategies)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		



 No Progress

 Accomplished








 Continue/Modify

 Discontinue

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

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











**Evaluation Data Sources:** STAAR Data

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

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

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





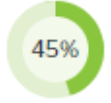





**Evaluation Data Sources:** Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> All students and staff will review and participate in monthly fire drills and semester drills to identify viable responses during various emergency situations. The Safety Task Force will review the Emergency Operations Plan periodically and revise the plan as needed. Our campus will follow and adhere to the LEAD Safely document and protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will evacuate the building or respond appropriately in the event of a fire or emergency drill as practiced and reviewed by the Safety Task Force Committee.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Task Force Committee, APs, and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, EOP Coordinators, Admin.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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











**Evaluation Data Sources:** Student attendance records

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

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

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

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. (Reference the 2021-2022 CFISD Report on Violence and Violence Prevention)</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> APs, BI, Classroom teachers, APs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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. By the end of the current school year, discipline referrals will be decreased by 15%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> APs, BI, Classroom teacher, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








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

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

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

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: We will strive for an exemplary attendance rate for staff with fewer than 5 absences per employee for the year. Acknowledgements will be given for perfect attendance each 9-weeks by campus administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Sub Rep, Principal and District HR</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			








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

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

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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue with some edits for specific needs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> High-Quality Professional Development: Trauma Informed Schools for BI and Counselors. <b>Strategy's Expected Result/Impact:</b> The trained staff will return to campus and share strategies to increase academic performance while addressing SEL. <b>Staff Responsible for Monitoring:</b> Counselors, BI, APs, Principal	Formative		
	Nov	Feb	May
	 70%	 60%	 95%
<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 10%.





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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue this goal with some edits due to funding



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Parent and Family Engagement:</b> Parents will be encouraged to be an active member of their child's education as we will use a variety of tools to inform them about campus events through:</p> <ol style="list-style-type: none"> <li>1. Campus web page</li> <li>2. School messenger - calls, e-mails and texts</li> <li>3. PTO Facebook page</li> <li>4. Twitter @FiestCFISD</li> <li>5. Meeting agendas/minutes</li> <li>6. Personal phone calls and invitations from staff to attend Meet the Teacher and other events</li> <li>7. The Fiest Facts Bi-Monthly Campus Newsletters</li> <li>8. Fiest Facebook</li> <li>9. Remind App</li> </ol> <p>The Fiest community will be invited to attend various events virtually and in person to support the academic, social and emotional well being of students and families. Events include:</p> <ol style="list-style-type: none"> <li>8. Curriculum Night (Fall) &amp; Kindergarten Orientation</li> <li>9. Winter Event - Math/Reading/Writing/Science Nights</li> <li>10. Rodeo Day/Bear Parade</li> <li>11. Awards Ceremonies</li> <li>12. Campus and District Spelling Bee</li> <li>13. Fun Run</li> <li>14. Meet the Teacher</li> <li>15 Penguin Ball</li> <li>16. Student Showcase Night</li> <li>17. Homecoming Open House</li> <li>18. 5th Grade Recognition</li> <li>19. Veteran's Day Celebration</li> <li>20. Book Fairs</li> <li>21. Rodeo-Round-Up</li> <li>22. Campus Facebook/Twitter</li> <li>23. Remind/Schoology</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers &amp; Administrative Team</p>	Formative		
	Nov	Feb	May
			

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

# 2023-2024 CPOC

Committee Role	Name	Position
District-level Professional	Celia Gutierrez	District Representative
Classroom Teacher	Grace Gayos	Life Skills Teacher
Classroom Teacher	Martha Easterly	PE Coach
Classroom Teacher	Janie Brooks	PE Coach
Classroom Teacher	Darci Barnes	Resource Teacher
Non-classroom Professional	Laurie Russell	Behavior Interventionist
Non-classroom Professional	Carrie Lentz	Instructional Specialist
Non-classroom Professional	Reshma Evans	Instructional Specialist
Non-classroom Professional	Emily Angelilli	Instructional Specialist
Librarian	Virginia Boughter	Librarian
Non-classroom Professional	Felicia Worchesik	Testing Coordinator
Paraprofessional	Jennifer Winkler	Paraprofessional
Paraprofessional	Kristie Collins	Paraprofessional
Business Representative	Alex Soler	Financial Advisor
Business Representative	Georgette Salazar	Cy Fair Credit Union-VP of Member Experience
Community Representative	Diane Jenkins	Community Member
Parent #2	Hannah Mendez	Parent #2
Parent	Tania Pena	Parent
Administrator	Cathy MacGregor	Assistant Principal
Administrator	Amy Archer	Assistant Principal
Non-classroom Professional	Lisa Newberry	Counselor
Non-classroom Professional	Rachel Clary	Counselor
Classroom Teacher	Laura Casper	ECSE Teacher
Classroom Teacher	Alec McAlarnen	Fifth Grade Teacher
Classroom Teacher	Megan Wallace	Fourth Grade Teacher
Classroom Teacher	Latrice Jeffrey	Third Grade Teacher
Classroom Teacher	Monica Wesley	Second Grade Teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Katherine Boriskie	First Grade Teacher
Classroom Teacher	Cherell Reed	Kindergarten Teacher
Classroom Teacher	Samantha Hernandez	Pre-Kindergarten Teacher
Principal	Jeanette Gerault	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	Fiest	ES 4	All	124	85	69%	75%	60%	49	40%	50%	22%	19	15%	25%	6%
Math	3	Fiest	ES 4	Hispanic	44	25	57%	65%	66%	11	25%	30%	24%	*	*	*	*
Math	3	Fiest	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Fiest	ES 4	Asian	16	15	94%	97%	76%	12	75%	85%	47%	7	44%	55%	*
Math	3	Fiest	ES 4	African Am.	29	19	66%	73%	40%	9	31%	40%	*	*	*	*	*
Math	3	Fiest	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Fiest	ES 4	White	27	22	81%	90%	60%	14	52%	60%	33%	5	19%	25%	*
Math	3	Fiest	ES 4	Two or More	8	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Fiest	ES 4	Eco. Dis.	80	49	61%	70%	56%	26	33%	40%	17%	5	6%	15%	5%
Math	3	Fiest	ES 4	Emergent Bilingual	14	6	43%	50%	44%	*	*	*	*	*	*	*	*
Math	3	Fiest	ES 4	At-Risk	53	29	55%	60%	52%	15	28%	35%	14%	*	*	*	*
Math	3	Fiest	ES 4	SPED	16	5	31%	50%	27%	*	*	*	*	*	*	*	*
Math	4	Fiest	ES 4	All	132	87	66%	70%	51%	46	35%	45%	29%	19	14%	20%	9%
Math	4	Fiest	ES 4	Hispanic	62	40	65%	70%	38%	19	31%	40%	13%	7	11%	20%	*
Math	4	Fiest	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Fiest	ES 4	Asian	11	11	100%	100%	81%	10	91%	100%	75%	6	55%	65%	38%
Math	4	Fiest	ES 4	African Am.	31	14	45%	55%	53%	6	19%	25%	21%	*	*	*	*
Math	4	Fiest	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Fiest	ES 4	White	25	21	84%	90%	69%	11	44%	50%	54%	5	20%	30%	*
Math	4	Fiest	ES 4	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Fiest	ES 4	Eco. Dis.	80	48	60%	65%	42%	22	28%	40%	23%	8	10%	20%	5%
Math	4	Fiest	ES 4	Emergent Bilingual	12	5	42%	50%	30%	*	*	*	*	*	*	*	*
Math	4	Fiest	ES 4	At-Risk	73	36	49%	55%	30%	16	22%	30%	12%	6	8%	18%	*
Math	4	Fiest	ES 4	SPED	15	7	47%	55%	36%	5	33%	40%	*	*	*	*	*
Math	5	Fiest	ES 4	All	130	100	77%	85%	68%	52	40%	50%	41%	22	17%	25%	13%
Math	5	Fiest	ES 4	Hispanic	50	35	70%	75%	69%	17	34%	40%	38%	8	16%	25%	8%
Math	5	Fiest	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Fiest	ES 4	Asian	13	13	100%	100%	100%	13	100%	100%	77%	8	62%	70%	54%
Math	5	Fiest	ES 4	African Am.	35	25	71%	80%	43%	9	26%	35%	*	*	*	*	*
Math	5	Fiest	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Fiest	ES 4	White	30	27	90%	97%	86%	13	43%	50%	68%	*	*	*	*
Math	5	Fiest	ES 4	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Fiest	ES 4	Eco. Dis.	84	61	73%	80%	63%	33	39%	50%	33%	14	17%	25%	8%
Math	5	Fiest	ES 4	Emergent Bilingual	21	14	67%	75%	60%	7	33%	40%	40%	*	*	*	*
Math	5	Fiest	ES 4	At-Risk	80	53	66%	70%	52%	22	28%	35%	24%	9	11%	20%	8%

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	Fiest	ES 4	SPED	25	13	52%	60%	39%	*	*	*	*	*	*	*	*
Reading	3	Fiest	ES 4	All	123	97	79%	84%	65%	62	50%	60%	39%	27	22%	30%	15%
Reading	3	Fiest	ES 4	Hispanic	44	32	73%	77%	71%	15	34%	40%	44%	*	*	*	*
Reading	3	Fiest	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Fiest	ES 4	Asian	16	13	81%	90%	76%	13	81%	90%	59%	8	50%	60%	47%
Reading	3	Fiest	ES 4	African Am.	28	22	79%	85%	49%	11	39%	45%	17%	8	29%	35%	*
Reading	3	Fiest	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Fiest	ES 4	White	27	25	93%	97%	67%	19	70%	75%	47%	6	22%	35%	33%
Reading	3	Fiest	ES 4	Two or More	8	5	63%	70%	*	*	*	*	*	*	*	*	*
Reading	3	Fiest	ES 4	Eco. Dis.	79	56	71%	77%	64%	32	41%	40%	35%	13	16%	25%	12%
Reading	3	Fiest	ES 4	Emergent Bilingual	14	6	43%	60%	50%	*	*	*	*	*	*	*	*
Reading	3	Fiest	ES 4	At-Risk	53	34	64%	70%	54%	13	25%	30%	24%	7	13%	20%	*
Reading	3	Fiest	ES 4	SPED	16	6	38%	50%	33%	*	*	*	15%	*	*	*	*
Reading	4	Fiest	ES 4	All	133	100	75%	80%	81%	45	34%	40%	52%	21	16%	25%	18%
Reading	4	Fiest	ES 4	Hispanic	62	47	76%	80%	79%	17	27%	33%	44%	7	11%	20%	*
Reading	4	Fiest	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Fiest	ES 4	Asian	11	11	100%	100%	81%	9	82%	90%	75%	7	64%	70%	44%
Reading	4	Fiest	ES 4	African Am.	32	21	66%	75%	79%	9	28%	35%	42%	*	*	*	16%
Reading	4	Fiest	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Fiest	ES 4	White	25	20	80%	85%	92%	10	40%	45%	73%	6	24%	30%	38%
Reading	4	Fiest	ES 4	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Fiest	ES 4	Eco. Dis.	81	57	70%	75%	77%	24	30%	35%	46%	9	11%	20%	14%
Reading	4	Fiest	ES 4	Emergent Bilingual	12	6	50%	75%	48%	*	*	*	22%	*	*	*	*
Reading	4	Fiest	ES 4	At-Risk	74	46	62%	70%	65%	16	22%	30%	31%	8	11%	20%	8%
Reading	4	Fiest	ES 4	SPED	16	8	50%	65%	56%	*	*	*	20%	*	*	*	*
Reading	5	Fiest	ES 4	All	129	107	83%	90%	80%	70	54%	60%	59%	32	25%	35%	26%
Reading	5	Fiest	ES 4	Hispanic	50	40	80%	85%	82%	21	42%	50%	57%	12	24%	30%	20%
Reading	5	Fiest	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Fiest	ES 4	Asian	13	12	92%	97%	100%	11	85%	90%	92%	6	46%	50%	62%
Reading	5	Fiest	ES 4	African Am.	34	27	79%	85%	70%	17	50%	60%	40%	5	15%	20%	17%
Reading	5	Fiest	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Fiest	ES 4	White	30	27	90%	95%	86%	21	70%	75%	73%	9	30%	35%	41%
Reading	5	Fiest	ES 4	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Fiest	ES 4	Eco. Dis.	84	64	76%	82%	77%	40	48%	55%	51%	15	18%	25%	25%
Reading	5	Fiest	ES 4	Emergent Bilingual	21	13	62%	70%	60%	10	48%	55%	33%	*	*	*	*



# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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



# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

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

## Mathematics

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

## Science

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

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

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

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

## Elementary Music (K- 5)

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

## Visual Arts (K–5)

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