Cypress-Fairbanks Independent School District

Francone Elementary School

2023-2024

Mission Statement

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

Vision

Our Francone Falcons deserve the opportunity to SOAR in life. It is our commitment to enrich their educational foundation and provide limitless opportunities.

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SCHOOL PROFILE

Francone Elementary is a campus in Houston, Texas. Francone opened its doors in 1978. Francone is projected to serve 750 students in grades Pk-5 during the 2023-2024 school year, which is a decrease from the previous year of 840.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- EOY Map Testing for Kinder- 2nd.
- Benchmark results
- EOY District Assessments for PK-2
- Referral Data
- Library Data
- Attendance Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 18, 2023 and again on September 21, 2023 to develop and finalize the CNA. The meetings were held in room 332 at 7:20 AM.

At the first meeting on May 18th, principal Melissa Martin led a review of available data to determine areas of strength and areas in need of improvement. Additionally, the committee evaluated the progress of strategies currently held within the CIP.

At the second meeting on Sept. 21, 2023, the CPOC reviewed additional data that had become available since May (STAAR and EOY testing) and goals for this year's assessments were established.

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 fourth grade reading scores at the approaches and meets level. Through the root cause analysis process, we identified that these students missed fundamental reading skills during COVID in first grade, and as such, need smaller class sizes in fifth grade this year to assist teachers in closing the gaps.

Our second identified priority problem is in the area of student achievement, specifically fourth grade math scores did not meet incremental growth targets. Through the root cause analysis process, we identified need individualized instruction through small group, and additional opportunities to practice core skills such as problem solving and multiplication and division computations.

Our third identified priority problem is in the area of an increase in school culture and climate, specifically office referral data (7% of the student body received a bus or office referral). Through the root cause analysis process, we identified Students need intentional and explicit instruction to help regulate emotions and behaviors through Morning Meetings and consistent, tangible reinforcement.

Student Achievement

Student Achievement Strengths

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

5th Grade STAAR Scores in both Reading and Math at Approaches and Meets level met growth goals.

3rd Grade Reading and Math both met incremental growth targets at the Meets level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: 4th Grade Reading scores did not meet incremental growth targets and were lower than other grade levels.   **Root Cause:** RLA: Students need greater supports in reading due to COVID's interruption of their first grade year.

Problem Statement 2: Math: 4th grade Math scores did not meet incremental growth targets and were lower than other grade levels.   **Root Cause:** Math: Students need individualized instruction through small group, and additional opportunities to practice core skills such as problem solving and multiplication and division computations.

Problem Statement 3: Science: We had a decrease in number of students passing from 21-22 to 22-23.   **Root Cause:** Science: Students need additional opportunities to see science concepts in different settings, labs, and in higher order questions.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** We struggled to adapt to instructional methods needed to facilitate virtual learning necessitated by COVID.

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.

Students are frequently celebrated through SOAR Awards, SOAR squad celebrations, positive office referrals, and SOAR Bucks.

All safety drills are conducted as scheduled.

Opportunities for parent involvement are advertised monthly (at a minimum) and we had parent volunteers represented at several events, such as SOAR store and book fair.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 7% of the student body received an office intervention for behavior (classroom or bus).   **Root Cause:** Students need intentional and explicit instruction to help regulate emotions and behaviors through Morning Meetings and consistent, tangible reinforcement.

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.

Per the EPS, 100% of our faculty and staff believe quality work is expected of the adults in the building.

Per the EPS, 100% of teaching staff believe they have the information they need to do their jobs well.

Per the EPS, 99% of staff believe the collaboration is encouraged and practiced on our campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance rate was at 94% for the previous year. **Root Cause:** Teacher/Paraprofessional Attendance: Some staff may be unaware of the overall impact of absences on the campus.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Parents shared positive feedback regarding our Popsicles on the Playground evening and many families stayed for the entire hour and a half event.

Parents could volunteer each week.

Fathers/father figures volunteered through the Watch DOG program.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We would like to see an increase in the number of parents volunteering.   **Root Cause:** We need to communicate opportunities through more avenues.

Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: We will increase motivation and capacity for reading across the campus by providing students with authentic literature in both classroom and school-wide libraries, offing flexible reading spaces, and providing struggling readers additional interventions and supports, such as small group instruction, opportunities to hear from authors and storytellers, and access to summer reading.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional specialists, teachers, librarian, principal	75%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Provide additional opportunities for students to practice computation and hands-on learning opportunities through small group instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets in the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs	70%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Provide hands-on learning opportunities through labs and simulated experiences through whole group and small group learning opportunities.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialists, APs.	70%	90%	100%

Strategy 4 Details	Formative Reviews
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	**Formative** Nov 85% / Feb 90% / May 100%

Strategy 5 Details	Formative Reviews
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: small group remediation and/or acceleration, as needed, supported by additional push-in supports for grades 3-5. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.	**Formative** Nov 90% / Feb 90% / May 100%

Strategy 6 Details	Formative Reviews
Strategy 6: Well-Rounded Education: Students will be provided opportunities to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Action Based Learning Lab, STEM lab, student organizations, and Student Leadership celebrations. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Instructional Specialists	**Formative** Nov 85% / Feb 95% / May 100%

Strategy 7 Details	Formative Reviews
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs **Strategy's Expected Result/Impact:** 1) Long-Term temporary worker will allow for interventions to take place during all Closing the Gaps/TSGI times, as well as during 3rd, 4th, and 5th large group. 2) Incentives and reinforcers will increase student motivation to ensure assessment targets are met. 3) Consumable instructional supplies will allow us to facilitate lessons that are designed to ensure meet or exceed targets on state assessments. 4) First and third grade teacher salaries will allow us to create smaller class sizes in an effort to facilitate accelerated growth. 5) Funding Professional Development opportunities will allow teachers and instructional leaders to enhance their skillset to meet the needs of all learners. **Staff Responsible for Monitoring:** Principal	**Formative** Nov 70% / Feb 80% / May 100%

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

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: After school tutoring for students in grades 3-5	Formative		
Strategy's Expected Result/Impact: Students attending after school tutoring will obtain 85% passing at the approaches level or higher on end of year STAAR assessments. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	70%	95%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Professional Staffing: Core Content Class Sized Reduction teacher will be hired to work with ESL/Bilingual students to improve their academic performance.	Formative		
Strategy's Expected Result/Impact: ESL/Bilingual students in grades 3-5 will advance one level or more at a rate of 85%. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	80%	90%	100%

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

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	70%	80%	90%
	0% No Progress 100% 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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Complete BOTB lessons and provide access to reflective activities through guidance lessons offered by counselors.	Formative		
Strategy's Expected Result/Impact: Office referrals will decrease by 5% **Staff Responsible for Monitoring:** Assistant Principals	Nov	Feb	May
	85%	90%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** APs	Nov	Feb	May
	70%	80%	100%

0% No Progress   100% 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	85%	85%	90%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	85%	85%	100%

0% No Progress   100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Offer small group restorative opportunities centered around controlling anger and conflict resolution.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors	85%	90%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Class Meetings will take place on a weekly basis to facilitate SEL.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Behavior Interventionist, APs	70%	85%	100%

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by .25%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Recognize staff members who demonstrate exemplary attendance each nine weeks.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .25%.	**Nov**	**Feb**	**May**
	55%	75%	90%

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

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: District Professional Development Opportunities, Region IV Professional Development Opportunities, as well as additional opportunities that may be aligned with our most at-risk populations, such as conferences for instructional leaders and training for first grade teachers on leveraging data to improve outcomes.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targets for each state assessment.	70%	80%	100%
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue		

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Host high quality parent involvement events, advertising each event or activity through a variety of communication methods including: Smore Newsletters, School Messenger Emails, Remind messages, and Facebook.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%. **Staff Responsible for Monitoring:** Principal, APs, Teachers	80%	90%	100%

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

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Chelsea Stone	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	David Martinez	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Paraprofessional #1	Lynne Weixel	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Nicholas Hutchinson	Business Representative #1
Community Member #2	Jesse Clayburn	Community Member #2
Community Member #1	Sally Arce	Community Member #1
Parent #2	Porcha Jones	Parent #2
Parent #1	Bricia Perez Roman	Parent #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Jesse Clayburn	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Brittany Thompson	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Keirstin Secrest	Other School Leader (Nonteaching Professional) #1
Teacher #8	Kimberly Thibeaux	Teacher #8
Teacher #7	Kristen Phipps	Teacher #7
Teacher #6	Mary Marsh	Teacher #6
Teacher #5	James Moore	Teacher #5
Teacher #4	Lisa Davis	Teacher #4
Teacher #3	Margaret Choi	Teacher #3
Teacher #2	Nicole Herrera	Teacher #2
Teacher #1	Dora Cabrera	Teacher #1
Principal	Melissa Martin	Principal

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Math	3	Francone	ES 9	All	112	68	61%	62%	67%	41	37%	40%	31%	9	8%	10%	9%
Math	3	Francone	ES 9	Hispanic	57	37	65%	66%	64%	25	44%	48%	33%	*	*	*	9%
Math	3	Francone	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Francone	ES 9	Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Francone	ES 9	African Am.	45	23	51%	55%	65%	12	27%	29%	*	*	*	*	*
Math	3	Francone	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Francone	ES 9	White	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Francone	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Francone	ES 9	Eco. Dis.	96	55	57%	60%	64%	33	34%	35%	28%	6	6%	8%	7%
Math	3	Francone	ES 9	Emergent Bilingual	22	15	68%	70%	48%	6	27%	30%	*	*	*	*	*
Math	3	Francone	ES 9	At-Risk	58	32	55%	56%	53%	14	24%	30%	20%	*	*	*	*
Math	3	Francone	ES 9	SPED	8	*	*	*	52%	*	*	*	*	*	*	*	*
Math	4	Francone	ES 9	All	115	65	57%	60%	71%	32	28%	30%	44%	11	10%	12%	17%
Math	4	Francone	ES 9	Hispanic	53	26	49%	55%	81%	12	23%	25%	57%	*	*	*	23%
Math	4	Francone	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Francone	ES 9	Asian	6	5	83%	84%	*	*	*	*	*	*	*	*	*
Math	4	Francone	ES 9	African Am.	45	26	58%	60%	56%	13	29%	33%	28%	*	*	*	*
Math	4	Francone	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Francone	ES 9	White	7	6	86%	88%	*	*	*	*	*	*	*	*	*
Math	4	Francone	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Francone	ES 9	Eco. Dis.	104	57	55%	60%	70%	26	25%	30%	43%	8	8%	10%	15%
Math	4	Francone	ES 9	Emergent Bilingual	19	10	53%	60%	67%	5	26%	30%	46%	*	*	*	*
Math	4	Francone	ES 9	At-Risk	70	36	51%	60%	59%	15	21%	25%	33%	*	*	*	11%
Math	4	Francone	ES 9	SPED	16	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Francone	ES 9	All	122	100	82%	83%	73%	53	43%	45%	41%	12	10%	15%	10%
Math	5	Francone	ES 9	Hispanic	58	51	88%	89%	78%	31	53%	55%	43%	9	16%	20%	10%
Math	5	Francone	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Francone	ES 9	Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Francone	ES 9	African Am.	49	36	73%	75%	63%	12	24%	26%	27%	*	*	*	*
Math	5	Francone	ES 9	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Francone	ES 9	White	4	*	*	*	75%	*	*	*	*	*	*	*	*
Math	5	Francone	ES 9	Two or More	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Francone	ES 9	Eco. Dis.	112	92	82%	83%	72%	51	46%	48%	39%	12	11%	15%	7%
Math	5	Francone	ES 9	Emergent Bilingual	33	27	82%	83%	72%	16	48%	49%	40%	*	*	*	*
Math	5	Francone	ES 9	At-Risk	81	65	80%	81%	67%	27	33%	35%	34%	*	*	*	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 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Math	5	Francone	ES 9	SPED	18	12	67%	68%	*	5	28%	30%	*	*	*	*	*
Reading	3	Francone	ES 9	All	110	74	67%	70%	68%	53	48%	50%	46%	16	15%	17%	17%
Reading	3	Francone	ES 9	Hispanic	56	38	68%	70%	64%	25	45%	50%	45%	7	13%	15%	17%
Reading	3	Francone	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Francone	ES 9	Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Francone	ES 9	African Am.	44	28	64%	66%	68%	23	52%	53%	40%	5	11%	13%	*
Reading	3	Francone	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Francone	ES 9	White	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Francone	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Francone	ES 9	Eco. Dis.	95	61	64%	68%	65%	43	45%	50%	41%	9	9%	11%	13%
Reading	3	Francone	ES 9	Emergent Bilingual	22	13	59%	60%	48%	5	23%	28%	21%	*	*	*	*
Reading	3	Francone	ES 9	At-Risk	56	25	45%	50%	52%	11	20%	30%	27%	*	*	*	8%
Reading	3	Francone	ES 9	SPED	8	*	*	*	64%	*	*	*	32%	*	*	*	*
Reading	4	Francone	ES 9	All	114	71	62%	63%	78%	33	29%	34%	49%	13	11%	13%	18%
Reading	4	Francone	ES 9	Hispanic	52	28	54%	55%	81%	11	21%	25%	60%	6	12%	15%	25%
Reading	4	Francone	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Francone	ES 9	Asian	6	5	83%	85%	100%	*	*	*	*	*	*	*	*
Reading	4	Francone	ES 9	African Am.	45	30	67%	69%	69%	14	31%	33%	34%	*	*	*	*
Reading	4	Francone	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Francone	ES 9	White	7	6	86%	88%	*	*	*	*	*	*	*	*	*
Reading	4	Francone	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Francone	ES 9	Eco. Dis.	104	61	59%	60%	74%	26	25%	28%	49%	9	9%	13%	13%
Reading	4	Francone	ES 9	Emergent Bilingual	19	9	47%	50%	79%	*	*	*	46%	*	*	*	*
Reading	4	Francone	ES 9	At-Risk	70	36	51%	55%	67%	14	20%	25%	39%	6	9%	13%	11%
Reading	4	Francone	ES 9	SPED	16	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Francone	ES 9	All	123	91	74%	75%	63%	55	45%	50%	45%	21	17%	20%	24%
Reading	5	Francone	ES 9	Hispanic	59	46	78%	79%	57%	29	49%	50%	41%	12	20%	22%	22%
Reading	5	Francone	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Francone	ES 9	Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Francone	ES 9	African Am.	49	31	63%	64%	69%	16	33%	40%	45%	*	*	*	17%
Reading	5	Francone	ES 9	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Francone	ES 9	White	4	*	*	*	75%	*	*	*	63%	*	*	*	*
Reading	5	Francone	ES 9	Two or More	6	5	83%	84%	*	*	*	*	*	*	*	*	*
Reading	5	Francone	ES 9	Eco. Dis.	113	85	75%	76%	58%	52	46%	50%	43%	20	18%	20%	22%
Reading	5	Francone	ES 9	Emergent Bilingual	33	22	67%	68%	36%	12	36%	40%	20%	6	18%	20%	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 (#)	2023: Approaches Grade Level (#)	2023: Approaches Grade Level (%)	2024 Approaches Incremental Growth Target (%)	2024: Approaches Grade Level	2023: Meets Grade Level (#)	2023: Meets Grade Level (%)	2024 Meets Incremental Growth Target (%)	2024: Meets Grade Level	2023: Masters Grade Level (#)	2023: Masters Grade Level (%)	2024 Masters Incremental Growth Target (%)	2024: Masters Grade Level
Reading	5	Francone	ES 9	At-Risk	82	55	67%	68%	52%	28	34%	40%	33%	9	11%	14%	15%
Reading	5	Francone	ES 9	SPED	18	8	44%	45%	*	*	*	*	*	*	*	*	*
Science	5	Francone	ES 9	All	123	66	54%	60%	58%	33	27%	30%	20%	12	10%	13%	5%
Science	5	Francone	ES 9	Hispanic	59	35	59%	60%	62%	18	31%	33%	19%	8	14%	16%	*
Science	5	Francone	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Francone	ES 9	Asian	4	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Francone	ES 9	African Am.	49	19	39%	55%	43%	7	14%	16%	*	*	*	*	*
Science	5	Francone	ES 9	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Francone	ES 9	White	4	*	*	*	88%	*	*	*	*	*	*	*	*
Science	5	Francone	ES 9	Two or More	6	5	83%	84%	*	*	*	*	*	*	*	*	*
Science	5	Francone	ES 9	Eco. Dis.	113	61	54%	60%	55%	30	27%	29%	20%	12	11%	13%	*
Science	5	Francone	ES 9	Emergent Bilingual	33	17	52%	55%	48%	6	18%	20%	20%	*	*	*	*
Science	5	Francone	ES 9	At-Risk	82	38	46%	50%	52%	11	13%	20%	16%	*	*	*	*
Science	5	Francone	ES 9	SPED	18	6	33%	40%	*	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area
Standard Expectations

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

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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