# **Cypress-Fairbanks Independent School District**

**Horne Elementary School** 

2023-2024



## **Mission Statement**

**Horne Elementary** 

At Horne Elementary all students and staff will demonstrate strong character and grow as life-long learners

in reading, writing, math, and science!

Learners Today, Leaders Tomorrow

## Vision

CFISD

**Opportunities for All** 

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## **Comprehensive Needs Assessment**

### **Needs Assessment Overview**

Needs Assessment Overview Summary

SCHOOL PROFILE

Horne Elementary School is a campus in Houston, Texas. Horne Elementary opened its doors in 1978. Horne Elementary is projected to serve 950 students in grades Pk-5 during the 2023-2024 school year, which is an increase from the previous year of 905 students.

### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 16 and again on August 22 to develop and finalize the CNA. The meetings were held in the school library.

At the first meeting on May 16, 2023, principal Dr. Tracey Bennett shared the Employee Perception Survey data with the staff and discussed the findings. Then, she asked the staff to determine what strengths and areas of growth were to be highlighted for the year.

At the second meeting on August 22, 2023, the CPOC used the 2023 STAAR data to determine areas of strengths and growth based on academic scores.

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 Teachers may not be identifying student gaps correctly, which could lead to an ineffective use of instructional time. Lack of preparation causes teachers to be able to differentiate for the various levels of students. Through the root cause analysis process, we identified that teachers may be using data to teach to whole classes because they lack the training and knowledge to target individual student needs and student gaps in the curriculum. Teachers need sufficient training to to how to dig into student data to remediate loss of first instruction concepts and gaps.

Our second identified priority problem is in the area of student achievement, specifically, the rapport between students and teachers is not as strong as it should be. This weakened relationship may impact student scores because students may feel like teachers do not care about them, so why should they learn from teachers who don't care. Through the root cause analysis process, we identified that teachers do not build in time in the schedule to build community in the classroom. The relationships between students and teachers is surface level because teachers are trying to stay on schedule with the lessons. Teachers are so focused on their workload that they may not feel that relationships with students are a priority.

Our third identified priority problem is in the area of Teacher/Paraprofessional Attendance: Specifically, that staff attendance impacts the instructional arrangements of students on a daily basis. Through the root cause analysis process, we identified t eacher/Paraprofessional Attendance: Staff are frequently absent. It is difficult to secure substitutes due to the shortage of quality subs in our area. Incentives need to be implemented to encourage staff to come to work more consistently (but to stay home if they are sick).

## 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		ews
Strategy 1: RLA: All teachers in all content areas will focus on the development of literacy during first instruction through the consistent	Formative		
implementation of targeted mini-lessons that focus on differentiated instruction. This includes small group reading instruction and reading conferences in the areas of decoding, comprehension, and writing about reading.	Nov	Feb	May
The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the reading goals. The formats for feedback will include, but are not limited to POWER Walks focused on the Fundamental Five elements, video coaching through SIBME, Quantum Learning strategies and CF-TESS. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.	65%	75%	95%
Student learning will strengthen through the delivery of lessons designed with the guidance of Elizabeth Martin and Shonda Guthrie. Student phonemic awareness and comprehension will increase with the introduction of decodable books in English and Spanish and the use of the new HMH curriculum.			
Statt kesponsible for Monitoring: Principal, Assistant Principals, Instructional Specialists			

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Our teaching staff will improve student performance by strengthening student-centered instruction through differentiated		Formative	
small groups and blended learning. Use real-world connections, scaffolded instruction, differentiation, kinesthetic experiences and supports, Reflex Math, and vertical alignment to increase student engagement and academic achievement during first instruction.	Nov	Feb	May
The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the math goals. The formats for feedback will include but are not limited to, critical writing, Garland Linkenhoger professional development, Power Walks, video coaching through SIBME, Quantum Learning strategies, and CF-TESS.	50%	70%	90%
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.			
Student learning will strengthen through the delivery of lessons with a focus on increased differentiation, rigor, relevance, vertical alignment and student engagement as modeled by Garland Linkenhoger.			
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Science: Our teaching staff will focus on improving overall student scientific understanding and critical thinking by strengthening		Formative	
implementation of best teaching practices to build relevant cross-curricular and real-world connections. Teachers will use purposeful, hands-on experiences, authentic literature, and visuals to bridge and extend the 3D experiences to 2D in order to foster higher level of academic	Nov	Feb	May
discourse, critical writing, problem solving and student engagement.	FOX		
Teachers will also create lessons utilizing the science lab and the garden. Teachers and students will have access to school pets in the science lab. The pets and their enclosures will be used to support student learning about habitats, environments, body structures and functions, living vs. non-living, needs of living organisms, inherited traits and learned behaviors, parents and off-spring, life cycles, and food chains.	50%	65%	85%
The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the science goals. The formats for feedback will include, but are not limited to, critical writing, Power Walks, video coaching through SIBME. Quantum Learning strategies, and CF-TESS			
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.			
Student learning will strengthen through the delivery of lessons with a focus on increased rigor, relevance, and student engagement.			
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Testing Coordinator			
Strategy 4 Details	Formative Reviews		ews
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district	Formative		
levels. Stratagy's Expected Desult/Impact: Improved understanding of nutrition and fitness	Nov	Feb	May
Staff Responsible for Monitoring: Physical education teachers, School Nurse	75%	80%	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		Formative	
minutes of targeted instruction each day that includes: targeted interventions in areas of individual student deficit, extension of learning activities and PBIS social skills activities to improve student performance, classroom participation, and personal responsibility	Nov	Feb	May
The campus will utilize a 4th PEAMS rotation to allow for technology, reading and math intervention, and extended writing. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists	100%	100%	×
Strategy 6 Details	For	mative Revi	iews
Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses,		Formative	
and/or activities in order to provide all students with a well-rounded education: *Students are provided an opportunity to utilize technology in the classroom and technology lab with teacher-led activities and independent/	Nov	Feb	May
<ul> <li>collaborative groups;</li> <li>*Students and parents are invited to participate in various family nights including Family Fun Literacy Night, Family STEAM Night and etc.</li> <li>*Students along with a parent will have an opportunity to participate in a bi-annual book giveaway to promote their interest in reading.</li> <li>*Students will have an opportunity to participate in extended day activities and clubs of personal interest.</li> <li>*Students will have an opportunity to participate in extended learning weekend camps for academic and personal growth.</li> <li>*Student/parent/teacher opportunity to engage/communicate to build relationships.</li> <li>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</li> </ul>	100%	80%	100%
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists			
Strategy 7 Details	For	mative Revi	iews
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with		Formative	
additional academic support based on their specific academic needs Strategy's Expected Posult/Impact: Meet or exceed the targets on the attached CIP target tables	Nov	Feb	May
Stategy's Expected Result/Impact. Meet of exceed the targets on the attached Chi target tables. Staff Responsible for Monitoring: Principal	60%	80%	100%
Image: No Progress     Image: No Pro	9		

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews			
Strategy 1: After School Tutorials: Provide additional academic support during after school tutorials		Formative		
Strategy's Expected Result/Impact: Meet or exceed targets on attached data table	Nov	Feb	May	
Staff Responsible for Monitoring: Principal	100%	100%	100%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Professional Development: Lead Your Schools Professional Development - Sean & Lesa Cain		Formative		
<b>Strategy's Expected Result/Impact:</b> We will increase our assessment data scores on our BOY and MOY assessments for MAP and DPMs in every grade level.	Nov	Feb	May	
Staff Responsible for Monitoring: Principal	100%	100%	100%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Mental Health Supports: Mentoring Mondays - all staff members will select a student from our at-risk list to mentor for the year.		Formative		
Our counselors provide activities and goal setting sheets for the staff to meet with their mentees every progress report and report card marking. We also meet with our mentees whenever we can throughout the year. The students look forward to meeting on Mentoring Monday because	Nov	Feb	May	
<ul> <li>we provide them with a snack and have meaningful conversations with them while we complete the goal setting sheet and the activity.</li> <li>Strategy's Expected Result/Impact: We will increase the attendance rate for each grading period, as well as improve report card grades each grading period.</li> <li>Staff Responsible for Monitoring: Principal</li> </ul>	100%	100%	100%	
Image: Moment with the second seco	3			

**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 supplemental 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	For	mative Revi	iews
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	75%	100%	100%
No Progress Accomplished -> Continue/Modify X Disconti	nue		

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		ews
Strategy 1: Campus Safety: The campus will implement PBIS and Red Ribbon Week			
Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also	Nov	Feb	May
<ul> <li>Welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building.</li> <li>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Custodians, and Campus Safety Committee.</li> </ul>	70%	100%	100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat)	Formative		
throughout the year.	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and Assistant Principals	100%	100%	90%
Image: No Progress       Image: Accomplished       Image: Continue/Modify       Image: Continue/Modify       Image: Continue/Modify	2		

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: Attendance Data

Strategy 1 Details	Formative Reviews		ews
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	Nov	Feb	May
Staff Responsible for Monitoring: Principal	75%	85%	75%
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	Nov	Feb	May
Staff Responsible for Monitoring: Principal	80%	85%	75%
Image: No Progress     Image: No Pro	e		

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	<b>Formative Reviews</b>		ews
rategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive		Formative	
character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will implement a variety of behavior intervention strategies to prevent violence including PBIS. Project	Nov	Feb	May
Safety, social skills lessons, mentoring, and teacher training provided by our Behavior Interventionist and DMC paraprofessional. Strategy's Expected Result/Impact: Violent incidents will continue to be under 1% Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.	65%	85%	100%
Strategy 2 Details	Formative Reviews		ews
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students		Formative	
contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety.	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionists	65%	85%	95%
Image: Moment with the second sec	2		

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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		iews
Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every nine weeks with		Formative	
treats, shout-outs, and other various and random types of acknowledgement.	Nov	Feb	May
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal and Assistant Principals	55%	80%	80%
No Progress Accomplished -> Continue/Modify X Discontinu	e		

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 receive 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. Teachers will attend Wisdom Wednesdays each month to focus on an element of professional development. Topics will vary based on teacher need.

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

Strategy 1 Details	Formative Reviews		ews
Strategy 1: High-Quality Professional Development: Campus will provide all teachers with professional development based on identified	Formative		
needs through modeling, coaching, SIBME feedback and conferencing, Schoology training and coaching, PLCs, and virtual PD opportunities.	Nov	Feb	May
Strategy's Expected Result/Impact: All stall will strengthen their individual skill set and reduce individual areas of professional weakness. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Technology Coach.	55%	85%	85%
No Progress Accomplished  Continue/Modify X 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 10%.

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

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Parent and Family Engagement: The campus will provide a variety of parent events to share information about the campus and	Formative		
strategies for academic support at home. We will advertise those opportunities in English and Spanish using several different methods: letters	Nov	Feb	May
Materials for parent nights will be purchased and distributed in advance to the staff and paraprofessionals will be paid for attending parent nights for support and translations. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Technology Coach Title 1 Coordinator, Librarian/PTO Staff Representative	80%	90%	100%
No Progress Accomplished -> Continue/Modify X Discontinue	;		

# 2023-2024 CPOC

Committee Role	Name	Position				
Classroom Teacher	Shakir Walker-Teal	Special Education Resource Teacher				
Other School Leader (Nonteaching Professional) #3	Penny Moncure	Behavior Interventionist				
Paraprofessional #2	Lanessa Wood	Instructional paraprofessional				
Paraprofessional #1	Adriana Olivares	Primary Paraprofessional				
Business Representative #2	Jason Spradley	Toshiba International Representative				
Business Representative #1	Cheryl Johnson	Toshiba International Representative				
Community Member #2	Community Member #2	Community Member #2				
Community Member #1	Community Member #1	Community Member #1				
Parent #2	Parent #2	Parent #2				
Parent #1	Parent #1	Parent #1				
Administrator (LEA) #2	Jenelle Montgomery	Title I Coordinator / Parent Liaison				
Administrator (LEA) #1	Erika Sanchez	Assistant Principal				
Other School Leader (Nonteaching Professional) #2	Dr. Ashley Clayburn	Asst. Superintendent District Improvement & Accountability				
Other School Leader (Nonteaching Professional) #1	Leslie Villere	Asst. Director Special Education				
Teacher #8	Travis Ingram	Art teacher				
Teacher #7	Stacy Lopez	5th grade science teacher				
Teacher #6	Debbie Bart	4th grade ESL/GT reading/language arts teacher				
Teacher #5	Maria Alvarado	3rd grade bilingual reading/language arts teacher				
Teacher #4	Maria Velasquez	2nd grade bilingual math/science teacher				
Teacher #3	Angel Baker	1st grade teacher				
Teacher #2	Blanca Hernandez	Kindergarten bilingual teacher				
Teacher #1	Melissa Vargas	PreK Teacher				
Principal	Dr. Tracey Bennett	Principal				

## Addendums

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	20 Appro Grade	23: baches : Level	2024 Approaches Incremental Growth Target	2024: Approaches	20 Me Grade	23: eets e Level	2024 Meets Incremental Growth Target	2024: Meets	20 Mas Grade	23: sters 2 Level	2024 Masters Incremental Growth Target	2024: Masters
					#	#	%	%	Grade Level	#	%	%	Grade Level	#	%	%	Grade Level
Math	3	Horne	ES 7	All	133	67	50%	55%	53%	35	26%	31%	19%	13	10%	15%	*
Math	3	Horne	ES 7	Hispanic	94	49	52%	60%	51%	22	23%	30%	20%	7	7%	15%	*
Math	3	Horne	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	Asian	9	6	67%	75%	78%	6	67%	75%	*	*	*	*	*
Math	3	Horne	ES 7	African Am.	18	5	28%	35%	29%	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	White	7	5	71%	80%	89%	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Horne	ES 7	Eco. Dis.	98	46	47%	55%	51%	24	24%	30%	19%	8	8%	15%	*
Math	3	Horne	ES 7	Emergent Bilingual	61	34	56%	65%	46%	16	26%	35%	20%	7	11%	16%	*
Math	3	Horne	ES 7	At-Risk	90	44	49%	55%	47%	21	23%	30%	16%	10	11%	20%	*
Math	3	Horne	ES 7	SPED	11	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Horne	ES 7	All	145	90	62%	68%	47%	51	35%	40%	26%	23	16%	21%	9%
Math	4	Horne	ES 7	Hispanic	90	59	66%	71%	49%	35	39%	45%	26%	15	17%	22%	8%
Math	4	Horne	ES 7	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Horne	ES 7	Asian	13	11	85%	90%	67%	7	54%	70%	67%	*	*	*	56%
Math	4	Horne	ES 7	African Am.	27	9	33%	40%	32%	5	19%	25%	*	*	*	*	*
Math	4	Horne	ES 7	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Horne	ES 7	White	8	5	63%	75%	71%	*	*	*	*	*	*	*	*
Math	4	Horne	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Horne	ES 7	Eco. Dis.	104	63	61%	66%	44%	35	34%	40%	24%	16	15%	20%	7%
Math	4	Horne	ES 7	Emergent Bilingual	62	40	65%	70%	49%	21	34%	40%	33%	10	16%	21%	13%
Math	4	Horne	ES 7	At-Risk	109	62	57%	64%	39%	28	26%	31%	23%	12	11%	16%	10%
Math	4	Horne	ES 7	SPED	14	5	36%	41%	*	*	*	*	*	*	*	*	*
Math	5	Horne	ES 7	All	136	93	68%	74%	74%	57	42%	48%	46%	24	18%	23%	16%
Math	5	Horne	ES 7	Hispanic	90	57	63%	70%	73%	36	40%	48%	45%	16	18%	23%	17%
Math	5	Horne	ES 7	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Horne	ES 7	Asian	7	7	100%	100%	93%	5	71%	77%	86%	*	*	*	*
Math	5	Horne	ES 7	African Am.	19	14	74%	79%	64%	6	32%	40%	28%	*	*	*	*
<b>N</b> 4 - 4 h	-	11	56.7	Pac.	0	*	*	*	*	*	*	*	*	*	*	*	*
Iviath	5	Horne	ES /	islander	U 12	10		·*	800/		T 00/	СГ9/	÷	*	*	*	*
iviath	5	ногпе	ES /	Two or	12	10	83%	90%	80%	/	58%	65%	50%	*		*	
Math	5	Horne	ES 7	More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Horne	ES 7	Eco. Dis.	99	67	68%	75%	73%	40	40%	50%	44%	16	16%	21%	16%
Math	5	Horne	ES 7	Emergent Bilingual	50	24	48%	55%	67%	13	26%	35%	40%	6	12%	17%	14%
Math	5	Horne	ES 7	At-Risk	104	63	61%	68%	66%	35	34%	42%	36%	13	13%	18%	10%

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

-					9	5				8							
Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	20 Appro Grade	23: baches	2024 Approaches Incremental Growth Target	2024: Approaches	20 Me Grade	23: eets	2024 Meets Incremental Growth Target	2024: Meets	20 Ma Grade	23: sters	2024 Masters Incremental Growth Target	2024: Masters
					#	#	%	%	Grade Level	#	%	%	Grade Level	#	%	%	Grade Level
Math	5	Horne	ES 7	SPED	7	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	All	132	78	59%	66%	60%	39	30%	35%	36%	14	11%	16%	14%
Reading	3	Horne	ES 7	Hispanic	94	54	57%	62%	58%	31	33%	38%	39%	10	11%	16%	18%
Reading	3	Horne	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	Asian	9	6	67%	73%	78%	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	African Am.	18	11	61%	70%	47%	*	*	*	*	*	*	*	*
	_			Pac.	_												
Reading	3	Horne	ES 7	Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	White	6	*	*	*	67%	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Horne	ES 7	Eco. Dis.	97	53	55%	60%	59%	26	27%	35%	36%	11	11%	16%	14%
			56.7	Emergent	<i>c</i> <b>1</b>	20	100/	550/	500/	45	250/	2011	250/	-	001	120/	1.40/
Reading	3	Horne	ES /	Bilingual	61	30	49%	55%	53%	15	25%	30%	35%	5	8%	13%	14%
Reading	3	Horne	ES 7	At-RISK	90	44	49%	55%	50% *	25 *	28%	40%	31%	9	10%	15%	12%
Reading	3	Horne	ES 7	SPED	11	5	45%	22%	720/	F 1	250/	40%	410/	10	00/	120/	150/
Reading	4	Horno	ES 7	All	01	10Z	70% 67%	75%	73%	24	35%	40%	41%	0	8%	13%	10%
Reading	4	Horne	ES 7		91	*	*	*	*	54 *	\$770	43%	43%	*	9% *	*	*
Reading	4	Horne	ES 7	Ani. mulan Asian	13	12	97%	97%	78%	6	46%	51%	67%	*	*	*	*
Reading	4	Horne	ES 7	Asian African Am	27	12	67%	72%	69%	7	26%	35%	23%	*	*	*	*
Reduing	-	nome	LJ7	Pac.	27	10	0770	7270	0570	,	2070	5570	23/0				
Reading	4	Horne	ES 7	Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Horne	ES 7	White	8	5	63%	70%	*	*	*	*	*	*	*	*	*
				Two or													
Reading	4	Horne	ES /	More	2	*	*	*	100%	*	*	*	*	*	*	*	*
Reading	4	Horne	ES 7	Eco. Dis.	105	/1	68%	/4%	/3%	35	33%	40%	39%	9	9%	14%	14%
Reading	4	Horne	ES 7	Bilingual	62	36	58%	70%	62%	16	26%	35%	34%	5	8%	13%	16%
Reading	4	Horne	ES 7	At-Risk	110	73	66%	71%	67%	31	28%	35%	31%	6	5%	10%	12%
Reading	4	Horne	ES 7	SPED	14	5	36%	50%	53%	*	*	*	*	*	*	*	*
Reading	5	Horne	ES 7	All	135	106	79%	85%	78%	75	56%	61%	51%	44	33%	38%	22%
Reading	5	Horne	ES 7	Hispanic	90	68	76%	81%	82%	49	54%	60%	55%	29	32%	37%	23%
Reading	5	Horne	ES 7	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Horne	ES 7	Asian	7	6	86%	91%	86%	5	71%	76%	50%	*	*	*	*
Reading	5	Horne	ES 7	African Am.	19	16	84%	89%	56%	8	42%	50%	32%	*	*	*	*
				Pac.													
Reading	5	Horne	ES 7	Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Horne	ES 7	White	11	10	91%	96%	90%	10	91%	96%	50%	6	55%	60%	*
Reading	5	Horne	ES 7	Nore	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Horne	ES 7	Eco, Dis.	99	75	76%	81%	79%	52	53%	60%	49%	31	31%	36%	20%
	-			Emergent													
Reading	5	Horne	ES 7	Bilingual	50	29	58%	65%	75%	14	28%	50%	44%	8	16%	21%	19%

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

				Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental 2024: Growth Target Grade Level	2023: Meets		2024 Meets Incremental	2024:	2023: Masters		2024 Masters Incremental	sters ntal 2024:	
Content	Gr.	Campus	2023 Cluster		2023				Approaches Grade Level	Grade Level		Growth Target	Meets	Grade Level		Growth Target	Masters Grade Level
					#	#	%	%		#	%	%		#	%	%	Graue Level
Reading	5	Horne	ES 7	At-Risk	103	75	73%	78%	69%	49	48%	53%	35%	26	25%	30%	14%
Reading	5	Horne	ES 7	SPED	7	*	*	*	57%	*	*	*	*	*	*	*	*
Science	5	Horne	ES 7	All	135	86	64%	70%	59%	44	33%	38%	28%	16	12%	17%	9%
Science	5	Horne	ES 7	Hispanic	90	53	59%	64%	58%	30	33%	39%	27%	8	9%	15%	6%
Science	5	Horne	ES 7	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Horne	ES 7	Asian	7	5	71%	77%	86%	*	*	*	43%	*	*	*	*
Science	5	Horne	ES 7	African Am.	19	13	68%	74%	44%	5	26%	32%	24%	*	*	*	*
				Pac.													
Science	5	Horne	ES 7	Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Horne	ES 7	White	11	10	91%	96%	60%	5	45%	51%	*	*	*	*	*
				Two or													
Science	5	Horne	ES 7	More	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Horne	ES 7	Eco. Dis.	99	60	61%	66%	57%	31	31%	36%	24%	12	12%	18%	7%
				Emergent													
Science	5	Horne	ES 7	Bilingual	50	20	40%	50%	54%	10	20%	25%	24%	*	*	*	*
Science	5	Horne	ES 7	At-Risk	103	60	58%	64%	46%	26	25%	30%	19%	8	8%	13%	5%
Science	5	Horne	ES 7	SPED	7	*	*	*	*	*	*	*	*	*	*	*	*

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

## 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.);
  - o 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;
  - o participation in team planning by administrators;
  - $\circ$  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
    - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - o 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

- Amira SuiteHMH Suite
- Library Resources
- Scholastic Storyworks (2<sup>nd</sup>-5<sup>th</sup>)
   Boost Reading
- 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 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
    - o 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;
  - o 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.