

# **Cypress-Fairbanks Independent School District**

## **Keith Elementary School**

**2023-2024**



# Mission Statement

Keith Elementary is a caring community which promotes academic excellence, fosters social and emotional growth, and promotes healthy lifestyles for all students. Students' behavior will exemplify respect for others, accountability for actions and good citizenship. Our goal is to provide children educational opportunities to ensure that each child becomes a contributing and responsible member of society in the 21st century.

## Vision

**LEAD:**

**Learn**

**Empower**

**Achieve**

**Dream**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Student Achievement

## Student Achievement Strengths

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

STAAR results

- 92% of 3rd-grade students at approaches or higher (55% at Masters) on ELAR STAAR
- 90% of 3rd-grade students at approaches or higher (35% at Masters) on Math STAAR
- 92% of 4th-grade students at approaches or higher (42% at Masters) on ELAR STAAR
- 84% of 4th-grade students at approaches or higher (23% at Masters) on Math STAAR
- 94% of 5th-grade students at approaches or higher (58% at Masters) on ELAR STAAR
- 94% of 5th-grade students at approaches or higher (37% at Masters) on Math STAAR
- 92% of 5th-grade students at approaches or higher (36% at Masters) on Science STAAR

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Keith Elementary students need more opportunities to practice written responses to their reading with specific feedback. **Root Cause:** RLA: Keith Elementary teachers need to purposefully plan and implement written response opportunities for students.

**Problem Statement 2:** Math: Keith Elementary students do not consistently understand and use vertically aligned strategies and language in math. **Root Cause:** Math: Keith Elementary teachers need more opportunities for improving the vertical alignment of strategies and language in math.

**Problem Statement 3:** Science: Keith Elementary students need hands-on learning opportunities to ensure a solid understanding of scientific concepts. **Root Cause:** Science: Keith Elementary teachers need to plan and implement differentiated hands-on learning opportunities.

**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.

# School Culture and Climate

## School Culture and Climate Summary

### School Culture and Climate Strengths

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

According to the 2022-23 Employee Perception Survey, at least 90% of the Keith Elementary staff agrees or strongly agrees that:

- Opportunities exist for me to think for myself.
- Opportunities for professional growth are available.
- Procedures have been implemented to keep me safe at work.
- Quality work is expected of me.
- Collaboration is encouraged and practiced.
- There are opportunities to discuss my concerns with my campus administrators.
- Information related to my job is accessible.
- Staff appreciation is built into the school culture.
- I am clear about my job responsibilities.
- Quality work is expected of students.
- Decisions are data-driven.

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** School Culture and Climate: Only 78% of Keith Elementary staff "agrees" or "strongly agrees" that "various forms of feedback are given to me to help me improve my performance." **Root Cause:** School Culture and Climate: Keith Administrative team needs to continue to provide more opportunities for feedback.

# 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.

According to the 2022-23 Employee Perception Survey, the culture at Keith is one where everyone is valued, intently listened to, and hard work is celebrated.

We have created a shared mission and vision at Keith Elementary where we focus on five tenets: caring community, growing the whole child, collaboration and innovation, relationships and respect, and communication. We incorporate "Cheers for Peers" at each staff meeting, distribute staff cash for acknowledgments, write hand-written letters of appreciation, and share staff shout-outs in the weekly newsletter

Our teachers are highly qualified. Teachers participate in specific professional development opportunities based on student/campus needs which results in not only the growth of our teachers' best practices but there is an increase in student achievement as indicated on STAAR and district assessments.

We include teachers and additional staff on interview panels for openings. Teacher input is imperative as we continue to fill the campus with highly qualified staff members who share the same goals and vision for educating our students. Staff members are committed to the students and their success.

CF-TESS gives teachers the opportunity to set goals that impact their overall growth as an educator. Teachers continue to learn and implement best practices in order to meet the specific needs of their students. Teachers primarily set goals to provide more differentiated and student-centered instruction in order to best meet the needs of the students. Campus administrators have an open-door policy and the staff feels comfortable talking openly with them. Professional development opportunities are provided throughout the year based on teacher and student needs across all grade levels and content areas.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Our staff sometimes misses Fridays and Mondays in order to create long weekends. **Root Cause:** Teacher/Paraprofessional Attendance: We need to encourage our staff to only use personal days when absolutely necessary.



# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

- \* Meet the Teacher was face-to-face, and almost all parents attended.
- \* Curriculum Information- A virtual slide deck is shared with all parents so they can continue to reference it all year long.
- \* Keith Horizons Showcase- Three different Horizons showcases are held for Keith students. One is on campus, and all students in the Horizons program are eligible to participate. Additionally, vertical horizons showcases are held at Cy-Woods High School and Bridgeland High School. Selected students participate in these vertical showcases.
- \* Music programs- K, 2nd grade, 3rd grade, and 4th grade students present in-person music programs.
- \* Sock Hop- Sock Hop is our annual event that is extremely successful in bringing in community participation and engagement.
- \* McTeacher Night and Spring Creek BBQ nights allow our teachers to interact with our students in the community.
- \* Each grade level hosts a parent involvement event related to their curriculum.
- \* Monthly newsletter and calendar are distributed to increase parent participation.

## Problem Statements Identifying Parent and Community Engagement Needs




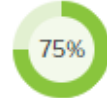


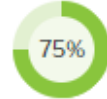

**Problem Statement 1:** Parent and Community Engagement: Parent participation across all demographics is not equal. **Root Cause:** Parent and Community Engagement: We need to offer events at various times throughout the day and offer virtual opportunities when appropriate.

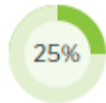
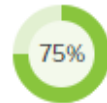

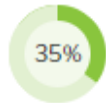






# Goals

**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









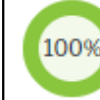




Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> RLA: Keith Elementary teachers will purposefully plan and implement opportunities for students to respond to their reading in writing. Teachers will provide specific feedback to students regarding these responses. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, APs and Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Math: Keith Elementary teachers will increase their vertical knowledge of math TEKS through active participation in collaborative planning sessions and vertical team meetings. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, APs and Principal	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Science: Keith Elementary teachers will provide opportunities for hands-on learning during science labs, independent activities, and small group lessons in order to build schema for our students. Additional materials will be purchased to support these activities. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, APs and Principal	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. <b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will eliminate the learning gap and increase the amount of quality learning time during the school day. Teachers will provide 25 minutes of targeted instruction each day that includes:  * Dedicated learning time focused on struggling students * Dedicated learning time focused on high achievers * Dedicated learning time to facilitate small group instruction to grow ALL learners * Dedicated time to minimize the summer slide <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Teachers, ISs, APs, Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

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







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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Before/After School Program: Before/After School Tutoring - Selected students will be invited to attend before/after school tutoring to address identified areas of concern in the areas of math, science, language arts, and reading. <b>Strategy's Expected Result/Impact:</b> By the end of the 23-24 school year, 90% of the students participating in the before/after school tutoring program will meet end of year standards in the targeted content area. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): Temporary workers will be hired to work with students to improve their academic performance. Books, manipulatives and other instructional supplies will be purchased to support this intervention. <b>Strategy's Expected Result/Impact:</b> By the end of the 23-24 school year, 90% of targeted students will meet end of year standards in the content areas. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Professional Development: We will invite Shonda Guthrie to provide ongoing professional development in the area of phonics and the science of reading for our ELAR teachers. <b>Strategy's Expected Result/Impact:</b> By the end of the 23-24 school year, 90% of students will meet end of year reading standards. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

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

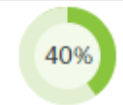
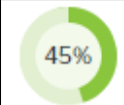








**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Education: Pull-out tutoring will be provided for students who are in danger of failing the STAAR. Funds will be used for payroll for temporary workers. <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
	N/A		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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

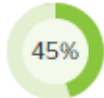









**Evaluation Data Sources:** Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus Safety: Keith Elementary teachers will implement Positive Behavior Interventions and Support (PBIS) through classroom lessons and daily teacher-student interactions. Classroom guidance lessons will be implemented regularly to focus on supporting the social and emotional health of our students. <b>Strategy's Expected Result/Impact:</b> Office referrals will be reduced by 5%. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, PBIS team, and Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. <b>Staff Responsible for Monitoring:</b> Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

**Performance Objective 2:** Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.



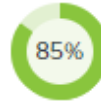







**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Frequent communication will be included in the campus newsletter and other formats in order to raise parent awareness of the importance of student daily attendance. <b>Strategy's Expected Result/Impact:</b> Student attendance rate will meet or exceed 96% <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
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> Student attendance rate will meet or exceed 96% <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Assistant Principals, Principal	Formative		
	Nov	Feb	May
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

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

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

**Evaluation Data Sources:** Discipline reports














Strategy 1 Details	Formative Reviews		
<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. Teachers and students will participate in classroom guidance lessons to address core essential skills on a monthly basis. All staff will be provided with training on restorative practices and culturally responsive teaching. <b>Strategy's Expected Result/Impact:</b> Violent incidents will be at 0%. <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Behavior Interventionist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<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. Professional development opportunities on restorative discipline practices will be provided in order to increase teacher understanding and support all students. <b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior Interventionist, Counselors	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



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

**Performance Objective 4:** Coordinated Health Program: During the 2023-24 school year, the campus will implement the Campus School Health Advisory Council plans.








**Evaluation Data Sources:** Records of CSHAC plan implementation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will receive lessons covering nutrition, fitness, wellness, social and emotional health, and safety from the appropriate staff member (i.e. PE teacher, guidance counselor, etc). <b>Strategy's Expected Result/Impact:</b> Improvement in student health and wellness. <b>Staff Responsible for Monitoring:</b> PE teachers, guidance counselors	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All necessary health and safety trainings will be completed by campus staff. <b>Strategy's Expected Result/Impact:</b> Staff will have a better understanding of the health and safety protocols. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students and staff will participate in health and fitness-related events at the campus and district levels. <b>Strategy's Expected Result/Impact:</b> Improvement in student health and wellness. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.








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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Staff members with perfect attendance will be recognized. <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 2%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, AP Secretary, Campus Secretary	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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








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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> High-Quality Professional Development: Professional development opportunities at Keith for the current school year will be individualized based on teacher needs. Increased opportunities for feedback will be an area of focus. <b>Strategy's Expected Result/Impact:</b> Keith staff will report at 90% or above on the Employee Perception Survey that they "agree" or "strongly agree" professional development opportunities met their needs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Staff Development liaison	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent and Family Engagement: In addition to campus-wide advertising for parental involvement events, teachers will also invite parents to these events in their weekly parent emails. <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# 2023-2024 CPOC

Committee Role	Name	Position
Parent #2	Summer Dudman	Other Parent
Classroom Teacher	Krystal Esparza	Teacher #10
Classroom Teacher	David Dissly	Teacher #9
Librarian	Elizabeth Budnek	School Librarian
Instructional Specialist	Tara Brown	ELAR/SS Instructional Specialist
Instructional Specialist	Tiffany Kristynik	Math/Science Instructional Specialist
District-level Professional	Stefanie Ware	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #4	Tara Wehmeyer	Other School Leader (Nonteaching Professional) #4
Business Representative #2	Jenna Bradburn	Business Representative #2
Business Representative #1	Lauren Beedie	Business Representative #1
Community Member #2	Phyllis Roberts	Community Member #2
Community Member #1	Bob Covey	Community Member #1
Parent #2	Susan Rimmerman	Parent #2
Parent #1	Maria Pate	Parent #1
Other School Leader (Nonteaching Professional) #3	Marla Tolls	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #2	Jodi Evridge	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Lisa Sudtelgte	Other School Leader (Nonteaching Professional) #1
Classroom Teacher	Sarah Godinich	Teacher #8
Classroom Teacher	Denise Barlow	Teacher #7
Classroom Teacher	Ashley Dillion	Teacher #6
Classroom Teacher	Amber Cook	Teacher #5
Classroom Teacher	Tara Truett	Teacher #4
Classroom Teacher	Jennifer Nowak	Teacher #3
Classroom Teacher	Stephanie Carroll	Teacher #2
Classroom Teacher	Shari Wessels	Teacher #1
Principal	Julie Clements	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	Keith	ES 2	All	197	178	90%	91%	86%	128	65%	66%	56%	52	26%	27%	25%
Math	3	Keith	ES 2	Hispanic	55	50	91%	92%	81%	33	60%	61%	34%	7	13%	14%	*
Math	3	Keith	ES 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Keith	ES 2	Asian	31	31	100%	100%	89%	27	87%	88%	81%	14	45%	46%	48%
Math	3	Keith	ES 2	African Am.	23	18	78%	82%	63%	10	43%	44%	26%	*	*	*	*
Math	3	Keith	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Keith	ES 2	White	76	67	88%	90%	94%	49	64%	65%	63%	25	33%	34%	28%
Math	3	Keith	ES 2	Two or More	10	10	100%	100%	64%	7	70%	71%	45%	*	*	*	*
Math	3	Keith	ES 2	Eco. Dis.	51	45	88%	90%	73%	29	57%	58%	24%	10	20%	21%	*
Math	3	Keith	ES 2	Emergent Bilingual	17	16	94%	95%	*	10	59%	60%	*	*	*	*	*
Math	3	Keith	ES 2	At-Risk	61	50	82%	84%	71%	31	51%	52%	44%	13	21%	22%	20%
Math	3	Keith	ES 2	SPED	21	11	52%	62%	67%	*	*	*	38%	*	*	*	*
Math	4	Keith	ES 2	All	168	143	85%	87%	78%	120	71%	72%	54%	65	39%	40%	27%
Math	4	Keith	ES 2	Hispanic	37	29	78%	82%	71%	25	68%	69%	38%	8	22%	23%	13%
Math	4	Keith	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Keith	ES 2	Asian	25	25	100%	100%	100%	25	100%	100%	84%	20	80%	81%	47%
Math	4	Keith	ES 2	African Am.	20	17	85%	87%	64%	13	65%	66%	39%	5	25%	26%	21%
Math	4	Keith	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Keith	ES 2	White	76	63	83%	85%	81%	50	66%	67%	59%	28	37%	38%	32%
Math	4	Keith	ES 2	Two or More	9	8	89%	90%	73%	6	67%	68%	45%	*	*	*	*
Math	4	Keith	ES 2	Eco. Dis.	44	37	84%	86%	61%	30	68%	69%	38%	14	32%	33%	19%
Math	4	Keith	ES 2	Emergent Bilingual	15	10	67%	77%	73%	10	67%	68%	47%	6	40%	41%	*
Math	4	Keith	ES 2	At-Risk	57	42	74%	84%	59%	35	61%	62%	32%	19	33%	34%	19%
Math	4	Keith	ES 2	SPED	16	7	44%	56%	41%	*	*	*	17%	*	*	*	*
Math	5	Keith	ES 2	All	211	196	93%	94%	91%	139	66%	67%	72%	59	28%	29%	40%
Math	5	Keith	ES 2	Hispanic	56	50	89%	90%	86%	37	66%	67%	63%	15	27%	28%	23%
Math	5	Keith	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Keith	ES 2	Asian	26	24	92%	93%	100%	17	65%	66%	100%	11	42%	43%	74%
Math	5	Keith	ES 2	African Am.	25	20	80%	82%	81%	13	52%	53%	62%	*	*	*	*
Math	5	Keith	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Keith	ES 2	White	92	90	98%	99%	91%	63	68%	69%	71%	28	30%	31%	43%
Math	5	Keith	ES 2	Two or More	11	11	100%	100%	100%	8	73%	74%	56%	*	*	*	*
Math	5	Keith	ES 2	Eco. Dis.	58	49	84%	86%	85%	30	52%	53%	69%	8	14%	15%	37%
Math	5	Keith	ES 2	Emergent Bilingual	18	16	89%	90%	75%	10	56%	57%	65%	*	*	*	35%
Math	5	Keith	ES 2	At-Risk	84	71	85%	87%	79%	37	44%	45%	56%	10	12%	13%	29%

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	Keith	ES 2	SPED	23	15	65%	75%	64%	5	22%	23%	*	*	*	*	*
Reading	3	Keith	ES 2	All	197	181	92%	93%	94%	136	69%	70%	74%	61	31%	32%	50%
Reading	3	Keith	ES 2	Hispanic	55	52	95%	96%	85%	37	67%	68%	67%	13	24%	25%	45%
Reading	3	Keith	ES 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Keith	ES 2	Asian	31	29	94%	95%	100%	26	84%	85%	85%	13	42%	43%	63%
Reading	3	Keith	ES 2	African Am.	23	19	83%	85%	79%	12	52%	53%	58%	6	26%	27%	*
Reading	3	Keith	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Keith	ES 2	White	76	69	91%	92%	99%	51	67%	68%	78%	25	33%	34%	55%
Reading	3	Keith	ES 2	Two or More	10	10	100%	100%	91%	8	80%	81%	64%	*	*	*	*
Reading	3	Keith	ES 2	Eco. Dis.	51	43	84%	86%	90%	32	63%	64%	63%	11	22%	23%	24%
Reading	3	Keith	ES 2	Emergent Bilingual	17	14	82%	84%	*	9	53%	54%	*	*	*	*	*
Reading	3	Keith	ES 2	At-Risk	61	52	85%	87%	83%	35	57%	58%	64%	15	25%	26%	31%
Reading	3	Keith	ES 2	SPED	21	17	81%	83%	76%	7	33%	34%	33%	*	*	*	24%
Reading	4	Keith	ES 2	All	168	155	92%	93%	96%	119	71%	71%	74%	60	36%	37%	42%
Reading	4	Keith	ES 2	Hispanic	37	32	86%	88%	91%	23	62%	63%	64%	8	22%	23%	40%
Reading	4	Keith	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Keith	ES 2	Asian	25	25	100%	100%	100%	25	100%	100%	90%	15	60%	61%	67%
Reading	4	Keith	ES 2	African Am.	20	18	90%	91%	96%	11	55%	56%	61%	6	30%	31%	36%
Reading	4	Keith	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Keith	ES 2	White	76	70	92%	93%	97%	54	71%	72%	79%	28	37%	38%	37%
Reading	4	Keith	ES 2	Two or More	9	9	100%	100%	100%	5	56%	57%	82%	*	*	*	*
Reading	4	Keith	ES 2	Eco. Dis.	44	39	89%	90%	90%	28	64%	65%	56%	13	30%	31%	29%
Reading	4	Keith	ES 2	Emergent Bilingual	15	12	80%	82%	86%	9	60%	61%	50%	5	33%	34%	*
Reading	4	Keith	ES 2	At-Risk	57	49	86%	88%	91%	34	60%	61%	51%	16	28%	29%	25%
Reading	4	Keith	ES 2	SPED	16	9	56%	66%	82%	5	31%	32%	25%	*	*	*	*
Reading	5	Keith	ES 2	All	212	194	92%	93%	94%	154	73%	74%	81%	84	40%	41%	47%
Reading	5	Keith	ES 2	Hispanic	56	53	95%	96%	91%	43	77%	78%	74%	25	45%	46%	44%
Reading	5	Keith	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Keith	ES 2	Asian	26	22	85%	87%	96%	16	62%	63%	93%	6	23%	24%	59%
Reading	5	Keith	ES 2	African Am.	25	21	84%	86%	90%	15	60%	61%	76%	8	32%	33%	33%
Reading	5	Keith	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Keith	ES 2	White	93	87	94%	95%	94%	70	75%	76%	81%	40	43%	44%	48%
Reading	5	Keith	ES 2	Two or More	11	10	91%	92%	100%	9	82%	83%	90%	*	*	*	*
Reading	5	Keith	ES 2	Eco. Dis.	58	48	83%	85%	91%	39	67%	68%	81%	13	22%	23%	44%
Reading	5	Keith	ES 2	Emergent Bilingual	18	13	72%	82%	74%	7	39%	40%	63%	*	*	*	32%



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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023					#	%			%	#		
					#	#	%	%		#	%	%		#	%		
Reading	5	Keith	ES 2	At-Risk	84	69	82%	84%	84%	43	51%	52%	65%	15	18%	19%	35%
Reading	5	Keith	ES 2	SPED	23	13	57%	67%	55%	*	*	*	*	*	*	*	*
Science	5	Keith	ES 2	All	212	184	87%	89%	87%	129	61%	62%	63%	66	31%	32%	33%
Science	5	Keith	ES 2	Hispanic	56	49	88%	90%	85%	32	57%	58%	53%	20	36%	37%	15%
Science	5	Keith	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Keith	ES 2	Asian	26	21	81%	83%	96%	15	58%	59%	85%	7	27%	28%	56%
Science	5	Keith	ES 2	African Am.	25	19	76%	80%	81%	14	56%	57%	48%	*	*	*	29%
Science	5	Keith	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Keith	ES 2	White	93	83	89%	90%	87%	60	65%	66%	62%	32	34%	35%	34%
Science	5	Keith	ES 2	Two or More	11	11	100%	100%	80%	7	64%	65%	70%	*	*	*	*
Science	5	Keith	ES 2	Eco. Dis.	58	47	81%	83%	81%	29	50%	51%	61%	13	22%	23%	28%
Science	5	Keith	ES 2	Emergent Bilingual	18	13	72%	82%	68%	5	28%	29%	47%	*	*	*	*
Science	5	Keith	ES 2	At-Risk	84	65	77%	82%	71%	37	44%	45%	44%	13	15%	16%	24%
Science	5	Keith	ES 2	SPED	23	13	57%	67%	45%	*	*	*	*	*	*	*	*

# **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	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 <sup>nd</sup> -5 <sup>th</sup> )	▪ Library Resources
▪ 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 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.