

Cypress-Fairbanks Independent School District

McFee Elementary School

2023-2024

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

We will maximize every student's potential through rigorous and relevant learning experiences, preparing them to be 21st - century global leaders.

Vision

LEAD

LEARN. EMPOWER. ACHIEVE. DREAM.

Table of Contents

Comprehensive Needs Assessment 4

 Needs Assessment Overview 4

 Student Achievement 6

 School Culture and Climate 8

 Staff Quality, Recruitment, and Retention 9

 Parent and Community Engagement 10

Goals 11

 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. 11

 Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 16

 Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 19

 Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 21

2023-2024 CPOC 22

2023-2024 Campus Site-Committee 23

Addendums 24

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

McFee Elementary is a campus in Katy, Texas. McFee opened its doors in 2007. McFee is projected to serve 1,010 students in grades Pre-K - 5th during the 2023-2024 school year, which is an increase from the previous year of 994.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

McFee 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:

- STAAR data
- End of year mClass
- End-of-year benchmark
- End-of-year office referral reports
- End of year Perception Survey
- Title I Parent Survey
- End-of-year student attendance data for both students and staff

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 16, 2023, and again on September 25, 2023. The meetings were held in the Art Room at McFee Elementary.

At the first meeting on May 16, 2023, Principal Sharon Whitfield reviewed the data that was currently available. The committee divided into groups and worked on root causes that could be determined by the data.

At the second meeting on September 25, 2023, Principal Sharon Whitfield reviewed the data that was currently available. The committee divided into groups and worked on campus goals and what needed to be implemented in the 2023-2024 school year.

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 RLA: Economically disadvantaged students are below target at the Meets level (50%). Students scored at or almost at the approaches target, so our goal focuses on the Meets level. Through the root cause analysis process, we identified RLA: Lack of differentiated instruction in the classroom. Teachers need to be intentional about incorporating reading, writing, and academic vocabulary in real lessons.

Our second identified priority problem is in the area of student achievement, specifically Math: Economically disadvantaged students' percentage at Meets was below target being at 50%. Students scored at or almost at the Approaches target, so our goal focuses on the Meets level. Through the root cause analysis process, we identified Math: Lack of differentiated instruction and one-on-one goal setting with students. Teachers must be purposeful while planning and preparing to teach the designated TEKS.

Our third identified priority problem is in the area of Curriculum, Instruction, and Assessment specifically Students who are beginning the 2022-23 school year with learning gaps. Through the root cause analysis process, we identified The onset of COVID-19 in the spring & fall of 2020 and the implications of modified instructional methods necessitated immediate remote learning. The continuation of COVID-19 in the spring & fall of 2021 & 2022 has further exacerbated the concern as some students continue to learn online and there is no remote learning option for students in isolation.

Student Achievement

Student Achievement Summary

3rd Reading

82% passing

24 students DNM = 18%

41 students Approaches = 30%

48 students Meets = 35%

23 students Masters = 17%

3rd Math

82% Passing

25 students DNM = 18%

43 students Approaches = 32%

44 students Meets = 32%

24 students Masters = 18%

4th Reading

68% Passing

54 students DNM = 32%

64 students Approaches = 38%

29 students Meets = 17%

22 students Masters = 13%

4th Math

60% passing

67 students DNM = 40%

49 students Approaches = 29%

33 students Meets = 20%

19 students = 11%

5th Reading

79% Passing

33 students DNM 21%

46 students Approaches 29%

48 students Meets 30%

31 students Masters 20%

5th Math

79% Passing

33 students DNM 21%

64 students Approaches 41%
39 students Meets 25%
22 students Masters 13%

5th Science

55% Passing

70 students DNM 44%
52 students Approaches 33%
24 students Meets 15%
12 students Masters 8%

Student Achievement Strengths

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

3rd grade Reading STAAR scores increased from 74% to 82%.

4th grade Math STAAR scores increased from 55% to 60%.

5th grade Reading STAAR scores increased from 74% to 79%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Economically disadvantaged students are below target at the Meets level (50%). Students scored at or almost at the approaches target, so our goal focuses on the Meets level. **Root Cause:** RLA: Lack of differentiated instruction in the classroom. Teachers need to be intentional about incorporating reading, writing, and academic vocabulary in real lessons.

Problem Statement 2: Math: Economically disadvantaged students' percentage at Meets was below target being at 50%. Students scored at or almost at the Approaches target, so our goal focuses on the Meets level. **Root Cause:** Math: Lack of differentiated instruction and one-on-one goal setting with students. Teachers must be purposeful while planning and preparing to teach the designated TEKS.

Problem Statement 3: Science: Overall Approaches level decreased from 69% to 55%. Masters level decreased from 15% to 8%. **Root Cause:** Science: Teachers need to be intentional about incorporating reading, writing, and academic vocabulary in science lessons. Teachers need to use the allotted instructional time to teach Science.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

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

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and community engagement continues to increase year after year. **Root Cause:** McFee will continue to require staff to communicate in multiple modalities of communication.







Goals






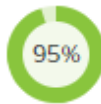






Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will differentiate instruction when meeting with small groups of students. Teachers will provide cross-curricular text opportunities. Teachers will use MAP, mClass, and DPM data to determine needs and develop targeted plans for each student. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 3 days a week. The teachers and interventionists will meet with small groups of students at the same time. Students who are not meeting in a small group will be practicing skills learned. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will confer with individual students to support them in creating and meeting academic goals. Teachers will implement a Common Board Configuration (including vocabulary and the definition of skill and objective) word wall. Walk-throughs will take place using PowerWalks to help assist with feedback for teachers. Teachers will provide opportunities for students to practice on the testing platform.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers must spiral in previously taught TEKS. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 3 days a week. Teachers will confer with individual students to support them in creating and meeting academic goals. Teachers will use MAP, checkpoints, and DPM data to determine needs and develop targeted plans for each student. Interventionists will follow a schedule to meet with small groups in the classroom setting. The teachers and interventionists will meet with small groups of students at the same time. Students who are not meeting in a small group will be practicing skills learned. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Walk-throughs will take place using PowerWalks to help assist with feedback for teachers. Teachers will provide opportunities for students to practice on the testing platform. Students will use Reflex math to help develop fact fluency. Fact fluency is the foundational skill that is needed for students to build higher-order math questions. Ratio Tables will be incorporated at least 3 times per week to help with multiplying whole numbers and decimals.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Provide more opportunities for reading and critical writing in science. Provide hands-on and virtual experiences to allow students to connect and engage with vocabulary. Teachers will implement an interactive word wall. Powerwalks will be used to ensure instruction follows district curriculum, allotted time, and expectations. Looking to replace long-term substitute teachers with certified, highly-qualified teachers. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will use MAP and Unit test (3rd-5th) data to determine needs and develop targeted plans for each student. Teachers must spiral in previously taught TEKS. Teachers will confer with individual students to support them in creating and meeting academic goals. Walk-throughs will take place using PowerWalks to help assist with feedback for teachers. Ready to Grow Gardens will accompany learning and provide hands-on experiences for students. Teachers will provide opportunities for students to practice on the testing platform. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal, APs, ISs, BI	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: 2-5 Math will work on Number Sense activities that focus on strengthening previous year's TEKS, Place Value, Multiplication, and Subtraction, fact fluency. 3-5 ELAR- Shared Reading, Grammar/Usage Practice, and Homophones. The software includes ST Math; Achieve 3000; Amira, and Amplify. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Each week Campus Interventionists, IS's, will analyze data and work to plan instruction to target the needs of HB1416 via Accelerated "Focused" learning 30 minutes per day. Staff Responsible for Monitoring: IS's, AP's, Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Student Council, Student Ambassadors, Weekly Read Alouds with Librarian, STAAR Nights, Academic Night, and, Multicultural awareness. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers	Formative		
	Nov	Feb	May
			











Strategy 7 Details	Formative Reviews		
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 45%	 65%	 90%
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></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








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: Meet or exceed targets as set on the CIP. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist will be hired to work with targeted students in small groups during the instructional day. Strategy's Expected Result/Impact: By the end of the 2023-24 school year, our targeted student population: AA, Eco Dis, LEP, and At-Risk students will score meets or Masters on STAAR. Staff Responsible for Monitoring: 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
Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented. The Safety Task Force Rep for the campus will continue to monitor/review the EOP regularly to ensure drills are executed with fidelity and practiced on a regular basis. For the safety of the campus, walkie-talkies will be used by the leadership team and one outside for recess. For the safety of the campus, the leadership team will use walkie-talkies (including added quantities of radios, as needed) both indoors and outdoors to ensure constant communication in case of emergency.

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

Summative Evaluation: Met Objective



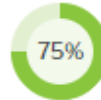







Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Students, staff, and the community will be aware of Cy-Fair Tipline and understand its purpose and how to use it. Teachers will review the Student Code of Conduct with students during the first two weeks of school. Strategy's Expected Result/Impact: Increase instructional classroom time by decreasing instructional interruptions. Complete mandatory drills. Student/Staff/Campus are knowledgeable of COVID-19 Lead Safely procedures, protocols, and guidelines and implements them with fidelity. Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principal, Principal, Teachers.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  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 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

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) for students. Teachers will recognize students with perfect attendance each Monday for the week before. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal	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 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports



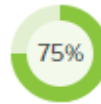




Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Regularly scheduled "T-Time" occurs in the first 15 minutes with students and their homeroom teacher. Social-Emotional Learning & Building students' character are the primary goals of learning. Using lessons from the counselors and Bringing out the best curriculum. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. McFee will implement strategies learned from the Comprehensive Coordinated Early Intervening Services program offered by Student Services and Special Education Department. Students with significant behavioral difficulties will be monitored closely by our Behavioral Interventionists and AP's. Will tailor Individualized Social Skill lessons to target individual student goals. Daily structured check-ins, restorative practice, student incentives, and CPI Verbal Intervention Training for staff members new to McFee in the current school year. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: BI, Teachers, AP's, Principal	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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 97.5%.

- Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Next year, we will use Game On to encourage staff attendance








Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Every 9 weeks, motivate staff to be at school by celebrating attendance with prizes and treats for teachers with 3 or fewer cumulative absences. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal/AP's/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, 50% or more of teachers will receive job targeted professional development based on identified needs. Will identify needs based in part of Admin spending up to 4 hours per day in the instructional classrooms, conducting walk-throughs, reviewing monitoring notebooks, sit in on weekly plannings and review lesson plans to ensure the TEKS are aligned and content delivery is Skilled or Above in Domains I, II, III.

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

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based on needs determined by surveyed staff. Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction, impacting student progress. Staff Responsible for Monitoring: Principal, Instructional Specialists, APs	Formative		
	Nov	Feb	May
	 65%	 80%	 100%
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 25%. Parent involvement will increase by providing resources in real-time via a grade-level newsletter or remind 101.

Evaluation Data Sources: Parent Surveys
Activity sign-in sheets/records for all after school activities

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: The Events Committee comprises teacher representatives from each grade level and AP, IS, and paras. The purpose is to strategize ways to welcome parents and the surrounding community back on campus for academic enrichment engagement activities in ELAR, Math, Science, & Technology, and also provide opportunities for families to interact with staff for the current school year. Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. PBIS Rewards/Data will provide an additional method of communication with parents. Staff Responsible for Monitoring: Events Committee Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Communication with parents will be timely and distributed in a variety of ways. Digital newsletter, school messenger, flyers, remind 101, and Thursday folders will be used to deliver information. Strategy's Expected Result/Impact: Tracking parent involvement by the number of clicks on the newsletters, volunteers for Watch Dogs, and sign-in sheets for conferences, academic nights, open house, and other after-school events. Staff Responsible for Monitoring: Principal, Counselors, AP Secretary, IS's	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
Administrator (LEA) #1	Jennifer Soileau	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Paraprofessional #1	Paraprofessional #1	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Business Representative #1	Business Representative #1
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	Administrator (LEA) #2	Administrator (LEA) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Teacher #8	Teacher #8	Teacher #8
Teacher #7	Teacher #7	Teacher #7
Teacher #6	Teacher #6	Teacher #6
Teacher #5	Teacher #5	Teacher #5
Teacher #4	Teacher #4	Teacher #4
Teacher #3	Teacher #3	Teacher #3
Teacher #2	Teacher #2	Teacher #2
Teacher #1	Teacher #1	Teacher #1
Principal	Sharon Whitfield	Principal

2023-2024 Campus Site-Committee

Committee Role	Name	Position
Classroom Teacher	Kelly Burns	Reading Specialist-Intervention
Paraprofessional #1	Zachery Turquette	Paraprofessional Representative
Teacher #8	Roni Cecil	Special Education
Teacher #7	Yvette Scott	PEAM
Teacher #6	Taylor Weaver	5th grade teacher
Teacher #5	Kennedy Bailey	4th grade teacher
Teacher #4	Ximena Bernal	3rd grade teacher
Teacher #3	Alice Molina	Prek Teacher
Teacher #2	Chemise Dede	1st grade teacher
Teacher #3	Megan Kelley	2nd grade teacher
Teacher #1	Patricia Arce	Kindergarten Teacher
Administrator (LEA) #2	Tayaka Daniels	Assistant Principal

Addendums

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 nd -5 th)	▪ 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 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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

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	McFee	ES 8	All	117	102	87%	91%	66%	61	52%	57%	29%	25	21%	26%	12%
Math	3	McFee	ES 8	Hispanic	66	59	89%	94%	78%	34	52%	57%	33%	13	20%	25%	14%
Math	3	McFee	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	McFee	ES 8	Asian	6	5	83%	88%	*	*	*	*	*	*	*	*	*
Math	3	McFee	ES 8	African Am.	34	28	82%	87%	49%	16	47%	52%	19%	8	24%	29%	*
Math	3	McFee	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	McFee	ES 8	White	6	5	83%	88%	*	*	*	*	*	*	*	*	*
Math	3	McFee	ES 8	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	McFee	ES 8	Eco. Dis.	87	75	86%	91%	69%	44	51%	56%	29%	18	21%	26%	13%
Math	3	McFee	ES 8	Emergent Bilingual	37	34	92%	97%	71%	19	51%	56%	27%	7	19%	24%	*
Math	3	McFee	ES 8	At-Risk	59	49	83%	88%	65%	27	46%	51%	25%	10	17%	22%	9%
Math	3	McFee	ES 8	SPED	15	10	67%	72%	56%	6	40%	45%	*	*	*	*	*
Math	4	McFee	ES 8	All	156	93	60%	65%	52%	47	30%	35%	25%	17	11%	16%	8%
Math	4	McFee	ES 8	Hispanic	90	53	59%	64%	51%	27	30%	35%	23%	9	10%	15%	*
Math	4	McFee	ES 8	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	McFee	ES 8	Asian	5	*	*	*	83%	*	*	*	*	*	*	*	*
Math	4	McFee	ES 8	African Am.	48	26	54%	59%	53%	8	17%	22%	22%	*	*	*	*
Math	4	McFee	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	McFee	ES 8	White	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	McFee	ES 8	Two or More	7	7	100%	100%	*	5	71%	76%	*	*	*	*	*
Math	4	McFee	ES 8	Eco. Dis.	124	71	57%	62%	55%	36	29%	34%	28%	15	12%	17%	8%
Math	4	McFee	ES 8	Emergent Bilingual	31	13	42%	47%	55%	*	*	*	23%	*	*	*	*
Math	4	McFee	ES 8	At-Risk	91	42	46%	51%	39%	17	19%	24%	18%	6	7%	11%	6%
Math	4	McFee	ES 8	SPED	14	5	36%	41%	24%	*	*	*	*	*	*	*	*
Math	5	McFee	ES 8	All	158	125	79%	84%	59%	61	39%	43%	35%	22	14%	19%	14%
Math	5	McFee	ES 8	Hispanic	70	54	77%	82%	57%	25	36%	40%	35%	7	10%	15%	13%
Math	5	McFee	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	McFee	ES 8	Asian	10	10	100%	100%	*	9	90%	93%	*	5	50%	55%	*
Math	5	McFee	ES 8	African Am.	59	43	73%	73%	54%	14	24%	27%	30%	*	*	*	*
Math	5	McFee	ES 8	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	McFee	ES 8	White	13	12	92%	97%	100%	9	69%	72%	*	*	*	*	*
Math	5	McFee	ES 8	Two or More	3	*	*	*	82%	*	*	*	*	*	*	*	*
Math	5	McFee	ES 8	Eco. Dis.	118	92	78%	83%	55%	48	41%	44%	29%	17	14%	22%	12%
Math	5	McFee	ES 8	Emergent Bilingual	43	32	74%	79%	36%	16	37%	40%	14%	*	*	*	*
Math	5	McFee	ES 8	At-Risk	103	80	78%	83%	48%	32	31%	34%	22%	10	10%	15%	6%

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	McFee	ES 8	SPED	9	5	56%	62%	*	*	*	*	*	*	*	*	*
Reading	3	McFee	ES 8	All	117	98	84%	89%	69%	61	52%	57%	41%	19	16%	21%	15%
Reading	3	McFee	ES 8	Hispanic	66	55	83%	88%	74%	30	45%	50%	45%	5	8%	13%	15%
Reading	3	McFee	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	McFee	ES 8	Asian	6	6	100%	100%	*	5	83%	88%	*	*	*	*	*
Reading	3	McFee	ES 8	African Am.	34	27	79%	84%	60%	18	53%	58%	38%	9	26%	31%	11%
Reading	3	McFee	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	McFee	ES 8	White	6	6	100%	100%	*	*	*	*	*	*	*	*	*
Reading	3	McFee	ES 8	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	McFee	ES 8	Eco. Dis.	87	70	80%	85%	70%	43	49%	54%	41%	14	16%	21%	14%
Reading	3	McFee	ES 8	Emergent Bilingual	37	31	84%	89%	67%	13	35%	40%	31%	*	*	*	*
Reading	3	McFee	ES 8	At-Risk	59	45	76%	81%	60%	21	36%	41%	32%	6	10%	14%	11%
Reading	3	McFee	ES 8	SPED	15	10	67%	72%	52%	6	40%	44%	*	*	*	*	*
Reading	4	McFee	ES 8	All	157	106	68%	73%	79%	46	29%	34%	50%	19	12%	17%	17%
Reading	4	McFee	ES 8	Hispanic	90	61	68%	71%	81%	24	27%	32%	43%	9	10%	15%	13%
Reading	4	McFee	ES 8	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	McFee	ES 8	Asian	5	*	*	*	100%	*	*	*	83%	*	*	*	*
Reading	4	McFee	ES 8	African Am.	49	32	65%	68%	78%	11	22%	25%	56%	6	12%	17%	24%
Reading	4	McFee	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	McFee	ES 8	White	6	5	83%	88%	75%	*	*	*	63%	*	*	*	*
Reading	4	McFee	ES 8	Two or More	7	5	71%	76%	*	*	*	*	*	*	*	*	*
Reading	4	McFee	ES 8	Eco. Dis.	125	82	66%	71%	78%	33	26%	31%	48%	16	13%	18%	16%
Reading	4	McFee	ES 8	Emergent Bilingual	31	14	45%	50%	83%	*	*	*	36%	*	*	*	*
Reading	4	McFee	ES 8	At-Risk	91	50	55%	60%	72%	15	16%	21%	33%	*	*	*	6%
Reading	4	McFee	ES 8	SPED	14	*	*	*	52%	*	*	*	*	*	*	*	*
Reading	5	McFee	ES 8	All	158	125	79%	84%	70%	79	50%	54%	45%	31	20%	25%	23%
Reading	5	McFee	ES 8	Hispanic	70	54	77%	82%	73%	32	46%	50%	44%	12	17%	22%	24%
Reading	5	McFee	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	McFee	ES 8	Asian	10	9	90%	95%	*	7	70%	75%	*	*	*	*	*
Reading	5	McFee	ES 8	African Am.	59	43	73%	78%	62%	28	47%	51%	44%	11	19%	22%	16%
Reading	5	McFee	ES 8	Pac. Islander	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	McFee	ES 8	White	13	13	100%	100%	71%	9	69%	74%	*	*	*	*	*
Reading	5	McFee	ES 8	Two or More	3	*	*	*	82%	*	*	*	45%	*	*	*	*
Reading	5	McFee	ES 8	Eco. Dis.	118	93	79%	84%	67%	60	51%	55%	40%	28	24%	28%	19%
Reading	5	McFee	ES 8	Emergent Bilingual	43	30	70%	75%	55%	15	35%	39%	14%	5	12%	16%	*

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

[illegible]