Cypress-Fairbanks Independent School District

Metcalf Elementary School

2023-2024

Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

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

Metcalf Elementary's Mission Statement

Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards. Students' behavior will exemplify the skills, attitudes, and/or practices characteristic of productive, community-minded adults; citizenship, self-esteem, respect for others, accountability for actions, and healthful lifestyles.

Vision
LEAD: Learn, Empower, Achieve, Dream.

We see ourselves as being an exemplary campus, meeting the needs of all of our students and serving as a model for other schools to emulate.

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Needs Assessment Overview Summary

SCHOOL PROFILE

Metcalf Elementary is a campus in Houston, Texas. Metcalf Elementary opened its doors in 1990. Metcalf Elementary is projected to serve 800 students in grades Pre-K to 5th during the 2024-25 school year, an approximate decrease of 97 compared to 2023-24.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Metcalf Elementary's needs assessment process is described below. The school Campus Performance Objectives Council CPOC evaluated the following data from the 2022-23 STAAR data.

CPOC committee met on Wednesday, September 13, and Friday, September 15, to analyze STAAR Data. The committee meeting was open to all staff and reviewed strengths, problem statements, root causes, and strategies. We determined that we needed to review and revise our problem statements based on the root cause.

- Our Emergent Bilingual students performed below the district and cluster in ELAR, Math, and Science in 3rd and 5th grade.
- Our Meets and Masters percentage dropped significantly.
- Our Collaborative planning needs to focus on differentiated planning.
- Our students in 4th grade ELAR performed above the district in the Hispanic, African American, and At-Risk categories.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 15, 2024, to develop and analyze CNA. The May 15 meeting was held in the library, and the September meeting was held on September 13, 2023

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies for the remainder of this campus.

At the meeting on May 15, 2024, principal Linda Montemayour reviewed the Benchmark Data and CIP targets and progress measures. The CPOC committee evaluated other campus progress areas - Staff and student attendance and parental involvement.The Meetings were held in the Library at 4:30 P.M.

The documentation of the process includes meeting minutes, agenda and sign in sheets.

At the meeting on September 13, 2023, the CPOC committee met on Wednesday, September 13, and Friday, September 15, with our new principal, Linda Montemayor, to analyze STAAR Data. The committee meeting was open to all staff and reviewed strengths, problem statements, root causes, and strategies. We determined we needed to review and revise our problem statements based on the root cause.

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

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 student achievement. Our Emergent BIL students performed below the district and cluster in 3rd and 5th grade in Reporting Category II Writing.
Through the root cause analysis process, we identified We must have a rigorous and differentiated
collaborative planning focusing on vocabulary, pictorial representations, and sentence stems.

We implemented Pre-Planning sessions to focus on differentiated Data-Driven Lessons. Instructional Specialists led the sessions and assisted the teachers in implementing the data-driven differentiated instruction.

Our second identified priority problem is in student achievement, specifically.
Our Emerging Bilingual students in 3rd, 4th, and 5th grade performed below the district and cluster, and our 3rd and 4th-grade special education students performed below the district and cluster in Math.
 Through the root cause analysis process, we identified that we must focus on effective differentiated planning with a focus on vocabulary, small group instruction, and exit tickets to assess the student's mastery.

Our third identified priority problem is in the area of Teacher appreciation and climate The teachers want to be recognized for their contributions and endeavor to achieve their goals.
specifically The teachers want to be recognized for their contributions and endeavor to achieve their goals.Through the root cause analysis process, we identified We need to implement various modes of recognition and increase the frequency of

recognition events.

Student Achievement

Student Achievement Strengths

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

1) 5th Grade students in Hispanic, At-Risk Populations and Special performed higher than the District and Cluster in Approaches category on 2022-23 Science STAAR Test.

2) 5th Grade Students in African American and Economically Disadvantaged populations performed higher than the District and Cluster in Meets category on 2022-23 Reading STAAR Test.

3) 4th Grade Students in Hispanic and African American populations performed higher than the District and Cluster in Approaches category on 2023-24 Reading STAAR Test.

4) Metcalf Elementary 2022-23 Out of School Suspension Data decreased by 4% compared to 2021-22 Discipline Data.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA:Our Emergent BIL students performed below the district and cluster in 3rd and 5th grade in Reporting Category II Writing **Root Cause:** RLA: We must have a rigorous and differentiated collaborative planning focusing on vocabulary, pictorial representations and sentence stems.

Problem Statement 2: Math: Our Emergent Bilingual students in 3rd, 4th and 5th grade performed below the district and cluster. Our 3rd and 4th grade special education students performed below the district and cluster. **Root Cause:** Math: We must focus on effective differentiated planning with a focus on Vocabulary, small group instruction, and exit tickets to assess the student's mastery.

Problem Statement 3: Science:Our Emergent Bilingual students performed below the district and cluster. Our At Risk Students' in Master's category performance dropped by 17% compared to 2022-23 school year. **Root Cause:** Science: We must plan and implement retrieval practices, vocabulary, Structured conversations, and 3D- 2D knowledge transfer from hands-on activities to questions processing. We must implement these strategies across the grade levels to close the learning gaps.

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.

1) Metcalf Elementary increased the modes of communications to increase parent attendance to family nights.

2) Parent attendance for Annual Reading Night, Math Night and Science Night increased by 30% in 2022-23 school year.

3) Parent and Teacher survey reflected that students, parents and staff feel safe at school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The teachers want to be recognized for their contributions and endeavor to achieve their goals.   **Root Cause:** We need to implement various modes of recognition and increase the frequency of recognition events.

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: We would like to improve the attendance of the teachers and the paraprofessionals.   **Root Cause:** Teacher/ Paraprofessional Attendance:Teachers and paraprofessionals need to be provided incentives for 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: We would like to increase our parent attendance for Open House to promote curriculum and strengthen Home-School partnership. **Root Cause:** We need to gather more parent involvement through additional modes of communication and well advance notification to parents for all family nights.

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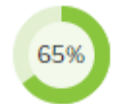
Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We need to organize Two sessions for Data Analysis and CIP Data table two times each semester.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will implement differentiated instruction meeting the needs of all students.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals Instructional Specialist	35%	60%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers and Instructional Specialists will focus on planning differentiated instruction during collaborative planning.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals Instructional Specialist	35%	60%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will focus on retrieval practices.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principals Instructional Specialist	35%	55%	90%

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.	Formative		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	30%	65%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: 30 minutes of direct targeted instruction during Closing the Gaps	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Assistant Principals Instructional Specialist	Nov	Feb	May
	35%	60%	100%

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 activities in order to provide all students with a well-rounded education: Character Education, Principal's and Assistant Principal's Advisory Committee to increase student engagement ,Destination Imagination, Science Day, Social Skills integration during Morning Meetings.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor	55%	65%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	35%	60%	90%

Strategy 8 Details	Formative Reviews		
Strategy 8: Metcalf will implement the following measures so that students will meet or exceed the STAAR targets on the attached data table.	**Formative**		
1) Assign Title I funds to employ supplemental staff--two interventionists and an instructional paraprofessional.	**Nov**	**Feb**	**May**
2) Provide extra-duty pay for teaching staff to provide tutorial sessions outside the regular school day. 3) Engage professional development services. 4) Obtain site licenses to online resources for students. 5) Purchase supplemental classroom instructional supplies and materials As a result of the successful implementation of the strategies our At-Risk students' performance will increase by 4% Reading and Math in grades 3, 4 and 5 **Strategy's Expected Result/Impact:** As a result of the successful implementation of the strategies our At-Risk students' performance will increase by 4% Reading and Math in grades 3, 4 and 5 **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Specialists	35%	55%	90%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue
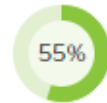
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

    Evaluation Data Sources: STAAR and Locally Developed Assessments

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: We will plot the Saturday and After school intervention on calendar during Summer once we analyze the 2023 -24 STAAR results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Before School Program: After School/Saturday Camp - Teachers will engage students in After School/Saturday Camp instructional activities that are connected to the data from the STAAR Assessment and District Assessments.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students attending morning tutorials and Saturday Camps will have a 50% increase in growth between pre and post assessments. **Staff Responsible for Monitoring:** Principal	30%	55%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): To address the student learning loss as a result of COVID-19.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	40%	55%	90%

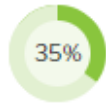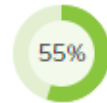| Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: A core content area interventionist will be hired to work with students to improve their academic performance.	Formative		
	Nov	Feb	May

Strategy's Expected Result/Impact: At the end of the 2023-2024 school year, 85% of the students in this class will achieve the "Approaches to Masters" standard in Reading and Math STAAR.
     At the end of the 2023-24 school year, 70% of the students in this class achieve projected scores in MAP Testing
 	
     At the end of 2023-24 school year, Instructional specialists will be able to plan a data driven differentiated instruction to achieve the CIP growth targets by 3 to 5% growth.
     Staff Responsible for Monitoring: Principal
	35%	55%	100%

Strategy 4 Details	**Formative Reviews**		

	Formative		
Strategy 4: Mental Health Supports: We will promote social and emotional competency build positive climate and safe environment. Counselors will execute a Mental Health Book study with teachers to build their capacity to support students' social, emotional and mental health. Behavior Interventionist will work with the Assistant Principals to create social skills lessons based on the behavior data. Counselors will provide an ongoing program for students throughout the year. Teachers and staff will participate in PD using breakout sessions to explore avenues to manage mental health.	**Nov**	**Feb**	**May**
	35%	70%	100%

Strategy's Expected Result/Impact: 100% of the staff will implement the strategies shared during the professional development and complete a related survey describing their level of mental health before, during and after the training.

85% of the staff will implement the strategies shared during the professional development and complete a related survey describing their level of mental health before, during and after the training.

Our Discipline data, Parent feedback and Counselor's session data and Behavior Interventionist's social skills will reflect the effectiveness of Book Study. Our Discipline data will improve by 4% by the end of 2023-24 School Year.

Staff Responsible for Monitoring: Principal

Strategy 5 Details	**Formative Reviews**		

	Formative		
Strategy 5: Professional Development: We will hire a consultant to build the capacity of Instructional Specialists to improve First time Instruction in the classroom and improve student achievement for all targeted populations.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed CIP targets **Staff Responsible for Monitoring:** Principal	45%	70%	100%

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

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will SCE positions for class size reduction to promote small group data driven instruction to AT -Risk students.

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	40%	65%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
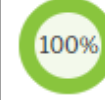
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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

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

    Summative Evaluation: Exceeded Objective

    Next Year's Recommendation: We will train the staff at the beginning of the year and a Safety team will be formed to oversee the safety drills and operations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will create Emergency Bags for every teacher. Staff members will be trained at the beginning of the year. A detailed document of each drill for each drill will be provided to the the staff. Safety team will oversee the drills and campus safety procedures.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The teachers will be prepared for emergencies. **Staff Responsible for Monitoring:** Principal Assistant Principals	40%	70%	100%

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.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant Principals	40%	90%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will be trained at the beginning of the year. Ongoing feedback will be provided to the team after each drill.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Safety drills will reinforce safety protocols, nurture readiness, and reduce panic during critical incidents. **Staff Responsible for Monitoring:** EOC Team	50%	75%	100%

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

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

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

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Exceeded Objective

    Next Year's Recommendation: We will implement a campus attendance plan and set a goal for 97% overall attendance rate.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96.7% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96.7%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Assistant Principals	40%	55%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 96.7% overall attendance rate	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Assistant Principal	35%	60%	100%

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

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

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

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Exceeded Objective
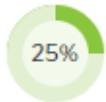
    Next Year's Recommendation: We will use restorative discipline practices for the year 2024-25.

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. We will utilize Class Meetings and Social Skills. We will provide social skills lessons and increase check-ins with students.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
	Formative		

	Nov	**Feb**	**May**
	30%	60%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Morning Meetings, Counseling Activities, Social Skill lessons during morning meetings
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Assistant Principals
Counselor
Behavior Interventionist
	Formative		

	Nov	**Feb**	**May**
	30%	65%	90%

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: We need to implement incentives to promote staff attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will pass out perfect attendance certificates. We will include incentive drawing to promote attendance	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.
    Staff Responsible for Monitoring: Principal
    Assistant Principal
	25%	65%	85%

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

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Schoology, Assessment Data Reports, Content Training	**Formative**		
Strategy's Expected Result/Impact: Student Achievement	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Assistant Principal	45%	60%	90%

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

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 3%.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: We need to increase parent attendance for our Curriculum Nights.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Host multicultural activities for parents, and provide take-home books and materials for engaging activities and games that students can play and learn with their families.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Assistant Principals Instructional Specialists	35%	60%	90%

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

2023-2024 CPOC

Committee Role	Name	Position
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	Barbara Cruz	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	Thuan Nguyen	Parent #1
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Administrator (LEA) #1	Amanda Gonzalez	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Danielle Morgan	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Amanda Gonzalez	Counselor
Classroom Teacher	Renny Villarroel	5th Grade CPOC Representative
Classroom Teacher	Lisa Hughes	4th Grade CPOC Representative
Classroom Teacher	Lethia Greer	3rd Grade CPOC Representative
Classroom Teacher	Carolyn Bailey	2nd Grade CPOC Representative
Classroom Teacher	Laura Collazo	Kindergarten CPOC Representative
Classroom Teacher	Gretisz Benitez	1st Grade CPOC Representative
Classroom Teacher	Denise Dawkins	Pre-K CPOC Representative
Administrator	Gauri Kulkarni	Assistant Principal
Principal	Linda Montemayor	Principal

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	3	Metcalf	ES 8	All	105	56	53%	57%	59%	22	21%	24%	26%	6	6%	9%	6%
Math	3	Metcalf	ES 8	Hispanic	63	36	57%	60%	51%	14	22%	25%	20%	*	*	*	*
Math	3	Metcalf	ES 8	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Metcalf	ES 8	Asian	9	6	67%	70%	100%	*	*	*	*	*	*	*	*
Math	3	Metcalf	ES 8	African Am.	24	10	42%	45%	71%	*	*	*	25%	*	*	*	*
Math	3	Metcalf	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Metcalf	ES 8	White	8	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Metcalf	ES 8	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Metcalf	ES 8	Eco. Dis.	90	50	56%	58%	57%	19	21%	24%	23%	6	7%	9%	5%
Math	3	Metcalf	ES 8	Emergent Bilingual	40	18	45%	48%	41%	7	18%	21%	21%	*	*	*	*
Math	3	Metcalf	ES 8	At-Risk	64	30	47%	50%	54%	13	20%	23%	25%	*	*	*	*
Math	3	Metcalf	ES 8	SPED	13	5	38%	40%	29%	*	*	*	*	*	*	*	*
Math	4	Metcalf	ES 8	All	92	60	65%	68%	45%	46	50%	53%	24%	19	21%	23%	8%
Math	4	Metcalf	ES 8	Hispanic	54	31	57%	60%	44%	25	46%	48%	24%	7	13%	15%	*
Math	4	Metcalf	ES 8	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Metcalf	ES 8	Asian	8	7	88%	90%	80%	5	63%	66%	*	*	*	*	*
Math	4	Metcalf	ES 8	African Am.	23	16	70%	72%	32%	12	52%	54%	*	6	26%	28%	*
Math	4	Metcalf	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Metcalf	ES 8	White	6	5	83%	85%	50%	*	*	*	50%	*	*	*	*
Math	4	Metcalf	ES 8	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Metcalf	ES 8	Eco. Dis.	79	50	63%	65%	42%	37	47%	49%	22%	15	19%	21%	7%
Math	4	Metcalf	ES 8	Emergent Bilingual	23	7	30%	33%	38%	5	22%	24%	18%	*	*	*	*
Math	4	Metcalf	ES 8	At-Risk	63	34	54%	57%	35%	26	41%	44%	17%	12	19%	21%	7%
Math	4	Metcalf	ES 8	SPED	10	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Metcalf	ES 8	All	103	88	85%	88%	65%	60	58%	61%	38%	17	17%	19%	12%
Math	5	Metcalf	ES 8	Hispanic	65	55	85%	87%	54%	39	60%	63%	26%	7	11%	13%	7%
Math	5	Metcalf	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Metcalf	ES 8	Asian	4	*	*	*	90%	*	*	*	60%	*	*	*	*
Math	5	Metcalf	ES 8	African Am.	28	23	82%	84%	73%	13	46%	49%	50%	*	*	*	*
Math	5	Metcalf	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Metcalf	ES 8	White	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Metcalf	ES 8	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Metcalf	ES 8	Eco. Dis.	89	76	85%	87%	63%	50	56%	58%	38%	12	13%	15%	9%
Math	5	Metcalf	ES 8	Emergent Bilingual	32	22	69%	71%	43%	12	38%	41%	23%	*	*	*	*
Math	5	Metcalf	ES 8	At-Risk	76	62	82%	84%	56%	40	53%	55%	28%	10	13%	15%	7%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Math	5	Metcalf	ES 8	SPED	6	5	83%	84%	33%	*	*	*	*	*	*	*	*
Reading	3	Metcalf	ES 8	All	105	75	71%	74%	69%	40	38%	40%	40%	8	8%	10%	19%
Reading	3	Metcalf	ES 8	Hispanic	63	44	70%	73%	66%	23	37%	40%	34%	5	8%	10%	12%
Reading	3	Metcalf	ES 8	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Metcalf	ES 8	Asian	9	7	78%	81%	100%	6	67%	70%	83%	*	*	*	*
Reading	3	Metcalf	ES 8	African Am.	24	17	71%	75%	67%	9	38%	40%	46%	*	*	*	25%
Reading	3	Metcalf	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Metcalf	ES 8	White	8	6	75%	79%	*	*	*	*	*	*	*	*	*
Reading	3	Metcalf	ES 8	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Metcalf	ES 8	Eco. Dis.	90	63	70%	73%	66%	32	36%	38%	40%	7	8%	10%	18%
Reading	3	Metcalf	ES 8	Emergent Bilingual	40	23	58%	63%	56%	12	30%	33%	29%	*	*	*	*
Reading	3	Metcalf	ES 8	At-Risk	64	38	59%	62%	63%	21	33%	36%	34%	6	9%	11%	14%
Reading	3	Metcalf	ES 8	SPED	13	5	38%	41%	38%	*	*	*	*	*	*	*	*
Reading	4	Metcalf	ES 8	All	92	74	80%	82%	70%	40	43%	45%	35%	16	17%	19%	11%
Reading	4	Metcalf	ES 8	Hispanic	54	42	78%	80%	67%	17	31%	33%	37%	6	11%	13%	11%
Reading	4	Metcalf	ES 8	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Metcalf	ES 8	Asian	8	8	100%	100%	80%	5	63%	66%	60%	*	*	*	*
Reading	4	Metcalf	ES 8	African Am.	23	18	78%	80%	67%	12	52%	54%	23%	7	30%	32%	*
Reading	4	Metcalf	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Metcalf	ES 8	White	6	5	83%	85%	90%	5	83%	85%	*	*	*	*	*
Reading	4	Metcalf	ES 8	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Metcalf	ES 8	Eco. Dis.	79	61	77%	79%	65%	31	39%	41%	32%	12	15%	17%	11%
Reading	4	Metcalf	ES 8	Emergent Bilingual	23	13	57%	60%	60%	6	26%	29%	28%	*	*	*	10%
Reading	4	Metcalf	ES 8	At-Risk	63	45	71%	73%	63%	23	37%	39%	26%	8	13%	15%	10%
Reading	4	Metcalf	ES 8	SPED	10	*	*	*	29%	*	*	*	*	*	*	*	*
Reading	5	Metcalf	ES 8	All	103	78	76%	79%	70%	56	54%	57%	44%	27	26%	28%	17%
Reading	5	Metcalf	ES 8	Hispanic	65	48	74%	76%	66%	30	46%	49%	33%	13	20%	22%	9%
Reading	5	Metcalf	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	ES 8	Asian	4	*	*	*	80%	*	*	*	80%	*	*	*	*
Reading	5	Metcalf	ES 8	African Am.	28	22	79%	81%	73%	18	64%	66%	55%	8	29%	31%	23%
Reading	5	Metcalf	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	ES 8	White	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	ES 8	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	ES 8	Eco. Dis.	89	66	74%	76%	70%	49	55%	57%	43%	23	26%	28%	16%
Reading	5	Metcalf	ES 8	Emergent Bilingual	32	15	47%	51%	54%	7	22%	25%	23%	*	*	*	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	5	Metcalf	ES 8	At-Risk	76	53	70%	73%	63%	34	45%	48%	34%	16	21%	24%	10%
Reading	5	Metcalf	ES 8	SPED	6	5	83%	84%	*	*	*	*	*	*	*	*	*
Science	5	Metcalf	ES 8	All	102	72	71%	75%	57%	34	33%	35%	28%	9	9%	13%	11%
Science	5	Metcalf	ES 8	Hispanic	64	46	72%	75%	48%	15	23%	25%	20%	5	8%	10%	7%
Science	5	Metcalf	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Metcalf	ES 8	Asian	4	*	*	*	90%	*	*	*	*	*	*	*	*
Science	5	Metcalf	ES 8	African Am.	28	18	64%	66%	64%	12	43%	45%	36%	*	*	*	*
Science	5	Metcalf	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Metcalf	ES 8	White	4	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Metcalf	ES 8	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Metcalf	ES 8	Eco. Dis.	88	61	69%	71%	57%	29	33%	35%	27%	6	7%	9%	10%
Science	5	Metcalf	ES 8	Emergent Bilingual	32	17	53%	55%	34%	*	*	*	*	*	*	*	*
Science	5	Metcalf	ES 8	At-Risk	75	49	65%	67%	44%	21	28%	30%	19%	7	9%	11%	*
Science	5	Metcalf	ES 8	SPED	6	*	*	*	*	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Elementary Content Area
Standard Expectations

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

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

Science

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

Elementary Physical Education/Health (K-5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.