Cypress-Fairbanks Independent School District

Postma Elementary School

2023-2024

Mission Statement

The staff and community of Postma Elementary will maximize every student's potential through rigorous and relevant learning experiences, preparing students to be 21st Century global leaders.

Vision

Nourishing our Roots

to always remain

Green and Growing!

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

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

3rd Grade Math:

- 89% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 59% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" in all subpopulations.
- 30% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for all subpopulations.

3rd Grade Reading:

- 91% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 67% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" and in the following subpopulations: All, AA, White, Econ. Dis., Emergent Bilingual, At-Risk, and SPED.
- 31% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for the following subpopulations: All, Hispanic, AA, White, Emergent Bilingual, At-Risk, and SPED.

4th Grade Math:

- 84% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 62% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" in all subpopulations.
- 28% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for all subpopulations.

4th Grade Reading:

- 88% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 59% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" in the following subpopulations: All, Hispanic, AA, Econ. Dis., Emergent Bilingual, At-Risk, and SPED.
- 31% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for the following subpopulations: All, Hispanic, AA, Econ.Dis., Emergent Bilingual, At-Risk, and SPED.

5th Grade Math:

- 89% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 62% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" for the following subpopulations: All, Hisp, AA, Econ. Dis., Emergent Bilingual, At-Risk, and SPED.
- 27% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for the following subpopulations: All, Hisp, AA, Econ.Dis., Emergent Bilingual, At-Risk, and SPED.

5th Grade Reading:

- 91% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 71% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" for all subpopulations.

- 44% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for the following subpopulations: All, Hisp, AA, White, Econ.Dis., Emergent Bilingual, and At-Risk.

5th Grade Science:

- 79% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 52% of students achieved "Meets Standard" on the STAAR Test and met or exceeded District standards for "Meets Standard" for all subpopulations.
- 24% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for all subpopulations.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: 4th Grade Math - The African American subpopulation is below District and Cluster averages for all performance levels (approaches, meets, and masters) **Root Cause:** Math: 4th Grade Math - Planning small group instruction to deepen the understanding the math concepts based on math achievement gaps.

Problem Statement 2: Science: **Root Cause:** Science:

Problem Statement 3: Reading: 3rd Grade ELAR - The Hispanic subpopulation performed below Cluster averages for the approaches and meets performance levels. **Root Cause:** Reading: Pre-plan to determine what content needs to be prioritized during first instruction to be discussed at team planning, utilizing mClass Data.

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

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

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

- PBIS Procedures
- Common language in common areas across the campus
- Campus expectations for achievement, students, and staff
- 100% of classroom teachers participate in Puma Cash/PBIS Initiative
- Students earn "Brag Tags" for completing PRIDE Grids for the 8 Keys of Excellence
- Weekly PBIS Lesson and Well-Managed Schools Social Skills implementation
- Increasing buy-in to student goal setting and growth mindset
- Teacher Puma Cash, campus pot lucks, snacks, meals and other teacher incentives are used to acknowledge staff and uplift campus morale
- PBIS events, student raffles, PBIS parties, Party with the Principal, and dress up days encourage students to buy-in to the campus culture
- Active Support from the Postma PTO
- Increase in parent participation in volunteer opportunities
- Active presence on social media, newsletters, and Postma web page
- Continued Quantum Learning training to enhance classroom culture and climate
- Two Postma staff members have become District Quantum Learning facilitators
- Virtual and on campus events for parents, including Painting with the Principal, Daughter Date Night, Games with Your Guy, Veterans Day program, holiday program, field days, etc.
- Implementation of Game On campus wide
- Maintaining campus traditions
-

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance in the 2022-2023 school year dropped by -0.52% to an overall attendance rate of 94.78% **Root Cause:** The Postma staff and administration needs to communicate consistently the need for regular attendance, and the connection between student attendance and achievement

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.

The 2022-2023 Postma Employee Perception Survey had 63 staff members participate in the survey. The following strengths were reported as agree or strongly agree:

- Opportunities to think for myself: 92%
- Opportunities for professional growth are available: 95%
- The work I am asked to do directly relates to my job responsibilities: 94%
- Information is available to help me do my job effectively: 94%
- Opportunities are available to provide input: 91%
- Procedures have been implemented to keep me safe at work: 100%
- Quality work is expected of me: 99%
- Collaboration is encouraged and practiced: 92%
- There are opportunities for me to discuss my concerns with campus administrators: 90%
- Various forms of feedback are given to me to help me improve my performance: 93%
- Information related to my job is accessible: 95%
- Staff appreciation is built into school culture: 91%
- I am clear about my job responsibilities: 93%
- Quality work is expected of students: 97%
- Decisions are data driven: 96%

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There were 1,841 staff absences in 2022-2023 at Postma **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.

Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: RLA: Elizabeth Martin writing training in 1st grade -5th grade and Shonda Guthrie phonics training in grades Kindergarten-5th grades to vertically align ELAR strategies and support teachers in developing phonics instruction expertise. **Strategy's Expected Result/Impact:** 90% of students in Kindergarten - 2nd grade will meet or exceed mClass and/or MAP projections, and students in 2nd grade - 5th grade will meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Testing Coordinator	75%	80%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Math: Teachers will implement number talks a minimum of two times per week implementing training from Math Link in Kindergarten - 5th grade. **Strategy's Expected Result/Impact:** 90% of students in Kindergarten - 2nd grade will meet or exceed mClass and/or MAP projections, and students in 2nd grade - 5th grade will meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Testing Coordinator	80%	90%	

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Science: Implement Lead4ward strategies and develop science vocabulary utilizing interactive word walls and science experiments across 2nd grade - 5th grade. **Strategy's Expected Result/Impact:** 90% of students in 2nd grade - 5th grade will meet or exceed mClass and/or MAP projections, and students in 3rd grade - 5th grade will meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Testing Coordinator	50%	75%	

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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			

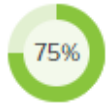
Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Data obtained from monthly checkpoints will be analyzed and small groups will be implemented on a monthly rotation schedule based on that checkpoint data. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists			

 No Progress  Accomplished  Continue/Modify  Discontinue

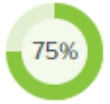
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Teachers will tutor students in their grade level content one time per week before or after school.	Formative		
Strategy's Expected Result/Impact: 80% of students that attend before/after school tutorials will pass their EOY benchmark and/or pass the STAAR Test	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Testing Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to provide reading and math tutoring during the school day for students in grades 1st, 2nd, 3rd, 4th, and 5th grades.	Formative		
Strategy's Expected Result/Impact: 80% of students will pass the EOY benchmark and/or STAAR Test	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Testing Coordinator			

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Teachers in Kinder-5th grade will participate in Elizabeth Martin, Shonda Guthrie, and MathLink Training to support writing, phonics instruction, and how to implement number talks in the classroom.	Formative		
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists			

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Special education teachers will be trained on modifying lessons for special education students.	Formative		
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table.	Nov	Feb	May
Staff Responsible for Monitoring: Principal and Assistant Principals			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Teachers in grades Kindergarten through 5th grades will utilize Progress Learning software to supplement instruction to close educational gaps due to COVID-19. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on attached data table. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Testing Coordinator			

 No Progress  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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk by hiring temporary workers to pull small groups during Closing the Gap time or push into classrooms during small group rotations to support students identified as at-risk or in a critical subpopulation identified in the Needs Assessment. **Strategy's Expected Result/Impact:** Meet or exceed CIP targets on the attached data table or meet expected growth on end of year results for mClass or MAP. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	60%	75%	

No Progress


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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: The campus will use PBIS lessons to explicitly teach student behavior expectations, Well-Managed Schools social skills, safety strategies and will help students to remain calm during drills by implementing the concept, "We're not scared. We're prepared!" and "If you see something, say something." In addition, the counseling team will conduct classroom guidance lessons to focus on supporting the social and emotional health of students. Each class will have weekly class meetings to review and discuss PBIS lessons, BOTB lessons, participate in restorative circles, and/or review critical social skills identified for Well-Managed Schools. **Strategy's Expected Result/Impact:** 100% of Postma students will understand behavior expectations, learn skills to build relationships with each other, and how to safely proceed during safety drills. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, and Behavior Interventionist	70%	80%	

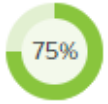
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	60%	80%	

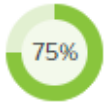
0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Campus Registrar			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Campus Registrar			

 No Progress  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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. All teachers and administrative staff will be trained in Restorative Circles and attend Well-Managed Schools training, to be implemented campus wide. Semester refresher trainings by campus counselors, Well-Managed Schools District assigned coaches, and/or Assistant Principals to develop skills to support students in developing a deeper understanding of social skills, social/emotional relationships, and/or tolerance of cultural differences. **Strategy's Expected Result/Impact:** Violent Incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist	70%	80%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. Promote social/emotional health of our students by training staff and implementing restorative circles, Well-Managed Schools social skills, and/or PBIS class meetings with all classes on a weekly basis. Teachers will meet monthly will assistant principals and their "Game On" teams to review the purpose of Restorative Discipline and review/discuss effective classroom management strategies with teachers. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, Behavior Interventionist	70%	80%	

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 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teacher/Paraprofessional Attendance: Each 9-weeks staff with perfect attendance will be recognized with a coupon booklet for perfect attendance. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal, Campus Secretary	50%	75%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Teacher/Paraprofessional Attendance: Campus will support the social/emotional health of campus staff by implementing monthly celebrations for staff, such as PTO grants for teacher supplies, PTO recognition gifts/lunches/treats, weekly notes from administrative staff, Teacher Puma Cash, Admin provided lunches/treats/celebrations, Teacher of the Year campus luncheon and recognition ceremony, campus/ district allowable incentives, and seeking consistent feedback from staff to address their needs. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2% for non-COVID related absences. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Instructional Specialists	70%	80%	

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 and paraprofessionals will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
1. Campus Walk-throughs by Instructional Specialists, APs, and Principal
2. Lesson Plan Review
3. Elizabeth Martin Training: Grade level writing collaboration for student writing DPMs and benchmarks for 1st-5th grades.
4. Provide District facilitated Quantum Learning training during Professional Development Week on campus, advertise District Quantum Learning training for teachers and paraprofessionals
5. Offer optional Sanford Harmony Training for staff that has not had the training in previous years.
6. Optional Restorative Circles and Class Meetings training for staff
7. Math teachers: Math Link Training for math teachers in Kindergarten - 5th grade to support Number Sense Development and deepen the understanding of the Math TEKS documented in walk-throughs and lesson plans.
8. Phonics Instruction: Phonics training by Shonda Guthrie in grades Kindergarten-5th grades. Including classroom visits, modeling of foundation skills lessons, and how to implement Haggerty Phonics Instruction during planning with all RLA teachers.
9. Instructional Specialists will train teachers on teaching students to complete individual goal setting sheets and setting class goals in order to increase in participation in classroom and individual goal setting in grades 2-5.
10. Lead4ward training for Instructional Specialist Team: Help teachers implement Lead4ward strategies in the classroom to support student understanding and retention of content.
11. Training for Fine Arts and PE through District trainings and conference attendance.
12. Paraprofessional staff: Training on accommodations, goals, and support strategies for special education students from district and campus special education support staff.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High Quality Professional Development: Well-Managed Schools training through CFISD for two day Campus Time Equivalency training and on-campus Quantum Learning training. **Strategy's Expected Result/Impact:** Decrease in DMC placements by 1% **Staff Responsible for Monitoring:** Principal and Assistant Principals			

 No Progress  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 2%.

Evaluation Data Sources: 1. Parent Survey
2. Activity sign-in sheets/records
3. Increased likes to social media accounts
4. Increase volunteer support on campus documented through PTO and Puma Pack Dads
5. Participation in Campus Wide Events such as Painting with the Principal, Daughter 6. Date Night, Games with Guys, Postma Holiday Programs, Veterans Day, and Western Day.
7. Active parent attendance for parent meetings such as PTO VIPs programs, campus library trainings, Puma Pack Dads, etc.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: Postma will involve parents and the Postma Community by holding family events such as Daughter Date Night, Games with Guys, Veteran's Day Program, Field Day, Curriculum Nights, Western Day, Holiday Programs, and inviting them to volunteer for a wide variety of events, including grade level field trips, library support, Spirit Shop Support, and Classroom Library logging support. We will consistently maintain a social media presence and a and bi-monthly newsletter. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Administrative staff and teachers	50%	85%	

No Progress

Accomplished


Continue/Modify


Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Jennifer Park	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Monique Vien	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Alexander Soler	Business Representative #2
Business Representative #1	Marvin Morris	Business Representative #1
Community Member #2	Dalilia Perez	Community Member #2
Community Member #1	Jodi Smith	Community Member #1
Parent #2	Jennifer #2	Parent #2
Parent #1	Jennifer Matuska	Parent #1
Administrator (LEA) #1	Carla Reid	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Tondra Scott	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Michele Krimsky	Other School Leader (Nonteaching Professional) #1
Teacher #8	Kimberly Strong	Teacher #8
Teacher #7	Kenkiesha Bugg	Teacher #7
Teacher #6	Kara Parker	Teacher #6
Teacher #5	Teri Lynn	Teacher #5
Teacher #4	Jennifer Templeton	Teacher #4
Teacher #3	Elisa Rodriguez	Teacher #3
Teacher #2	Dina Cantrell	Teacher #2
Teacher #1	Allyson Kamp	Teacher #1
Principal	Terry Bell	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	Postma	ES 2	All	175	156	89%	90%	81%	104	59%	60%	52%	52	30%	31%	20%
Math	3	Postma	ES 2	Hispanic	45	35	78%	80%	79%	18	40%	42%	45%	6	13%	15%	17%
Math	3	Postma	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Postma	ES 2	Asian	29	29	100%	100%	100%	23	79%	80%	88%	15	52%	53%	42%
Math	3	Postma	ES 2	African Am.	51	44	86%	88%	73%	25	49%	50%	40%	12	24%	25%	11%
Math	3	Postma	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Postma	ES 2	White	42	40	95%	96%	86%	32	76%	77%	55%	15	36%	37%	24%
Math	3	Postma	ES 2	Two or More	8	8	100%	100%	100%	6	75%	76%	83%	*	*	*	*
Math	3	Postma	ES 2	Eco. Dis.	70	58	83%	85%	74%	29	41%	43%	42%	10	14%	16%	14%
Math	3	Postma	ES 2	Emergent Bilingual	28	26	93%	94%	87%	15	54%	55%	53%	6	21%	22%	21%
Math	3	Postma	ES 2	At-Risk	72	64	89%	90%	71%	38	53%	54%	46%	16	22%	23%	15%
Math	3	Postma	ES 2	SPED	13	9	69%	70%	41%	5	38%	39%	23%	*	*	*	*
Math	4	Postma	ES 2	All	164	138	84%	86%	83%	101	62%	63%	58%	46	28%	30%	26%
Math	4	Postma	ES 2	Hispanic	45	36	80%	82%	72%	24	53%	55%	36%	9	20%	22%	15%
Math	4	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Postma	ES 2	Asian	40	38	95%	96%	93%	32	80%	81%	86%	21	53%	54%	54%
Math	4	Postma	ES 2	African Am.	51	38	75%	77%	79%	26	51%	52%	49%	7	14%	16%	23%
Math	4	Postma	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Postma	ES 2	White	22	21	95%	96%	90%	17	77%	78%	69%	8	36%	37%	26%
Math	4	Postma	ES 2	Two or More	5	*	*	*	100%	*	*	*	83%	*	*	*	*
Math	4	Postma	ES 2	Eco. Dis.	72	60	83%	84%	73%	42	58%	60%	43%	17	24%	25%	16%
Math	4	Postma	ES 2	Emergent Bilingual	38	31	82%	84%	72%	21	55%	56%	52%	11	29%	30%	*
Math	4	Postma	ES 2	At-Risk	76	57	75%	77%	71%	38	50%	52%	44%	17	22%	23%	16%
Math	4	Postma	ES 2	SPED	15	8	53%	55%	57%	5	33%	34%	*	*	*	*	*
Math	5	Postma	ES 2	All	195	173	89%	90%	83%	121	62%	63%	54%	52	27%	28%	20%
Math	5	Postma	ES 2	Hispanic	52	44	85%	86%	75%	30	58%	59%	35%	14	27%	28%	10%
Math	5	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Postma	ES 2	Asian	35	32	91%	92%	93%	27	77%	78%	78%	12	34%	35%	46%
Math	5	Postma	ES 2	African Am.	66	57	86%	87%	79%	36	55%	56%	50%	13	20%	21%	*
Math	5	Postma	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Postma	ES 2	White	32	32	100%	100%	91%	21	66%	67%	59%	10	31%	32%	23%
Math	5	Postma	ES 2	Two or More	8	7	88%	89%	100%	6	75%	76%	*	*	*	*	*
Math	5	Postma	ES 2	Eco. Dis.	86	72	84%	85%	77%	49	57%	58%	46%	17	20%	22%	14%
Math	5	Postma	ES 2	Emergent Bilingual	36	31	86%	87%	74%	22	61%	62%	47%	5	14%	16%	23%
Math	5	Postma	ES 2	At-Risk	86	67	78%	79%	71%	40	47%	48%	36%	17	20%	22%	18%

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	5	Postma	ES 2	SPED	19	14	74%	75%	63%	8	42%	43%	*	*	*	*	*
Reading	3	Postma	ES 2	All	175	160	91%	92%	91%	117	67%	68%	69%	55	31%	32%	45%
Reading	3	Postma	ES 2	Hispanic	45	36	80%	82%	88%	21	47%	49%	63%	9	20%	22%	35%
Reading	3	Postma	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Postma	ES 2	Asian	29	29	100%	100%	100%	24	83%	84%	92%	10	34%	35%	73%
Reading	3	Postma	ES 2	African Am.	51	47	92%	93%	87%	33	65%	66%	61%	16	31%	32%	40%
Reading	3	Postma	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Postma	ES 2	White	42	41	98%	99%	97%	32	77%	78%	79%	18	43%	44%	48%
Reading	3	Postma	ES 2	Two or More	8	7	88%	89%	100%	7	88%	89%	*	*	*	*	*
Reading	3	Postma	ES 2	Eco. Dis.	69	59	86%	87%	86%	33	48%	50%	57%	10	14%	16%	34%
Reading	3	Postma	ES 2	Emergent Bilingual	28	23	82%	84%	89%	14	50%	52%	58%	*	*	*	37%
Reading	3	Postma	ES 2	At-Risk	72	60	83%	85%	84%	39	54%	56%	52%	13	18%	20%	30%
Reading	3	Postma	ES 2	SPED	13	8	62%	63%	68%	6	46%	47%	36%	*	*	*	*
Reading	4	Postma	ES 2	All	165	146	88%	90%	92%	97	59%	60%	73%	51	31%	32%	39%
Reading	4	Postma	ES 2	Hispanic	45	37	82%	84%	84%	26	58%	60%	61%	10	22%	24%	21%
Reading	4	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Postma	ES 2	Asian	40	39	98%	99%	93%	31	78%	79%	89%	19	48%	49%	54%
Reading	4	Postma	ES 2	African Am.	52	43	83%	85%	92%	25	48%	49%	66%	12	23%	25%	42%
Reading	4	Postma	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Postma	ES 2	White	22	22	100%	100%	97%	13	59%	60%	77%	8	36%	38%	41%
Reading	4	Postma	ES 2	Two or More	5	*	*	*	100%	*	*	*	100%	*	*	*	*
Reading	4	Postma	ES 2	Eco. Dis.	73	64	88%	89%	88%	44	60%	61%	65%	17	23%	25%	29%
Reading	4	Postma	ES 2	Emergent Bilingual	38	31	82%	83%	76%	20	53%	54%	66%	10	26%	28%	17%
Reading	4	Postma	ES 2	At-Risk	76	61	80%	81%	84%	37	49%	50%	63%	16	21%	22%	26%
Reading	4	Postma	ES 2	SPED	15	8	53%	54%	71%	5	33%	34%	43%	*	*	*	*
Reading	5	Postma	ES 2	All	195	177	91%	92%	86%	138	71%	72%	69%	85	44%	45%	46%
Reading	5	Postma	ES 2	Hispanic	52	45	87%	88%	77%	35	67%	68%	65%	20	38%	39%	38%
Reading	5	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Postma	ES 2	Asian	35	31	89%	90%	95%	27	77%	78%	83%	15	43%	44%	71%
Reading	5	Postma	ES 2	African Am.	66	60	91%	92%	82%	44	67%	68%	57%	29	44%	45%	29%
Reading	5	Postma	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Postma	ES 2	White	32	31	97%	98%	95%	24	75%	76%	86%	19	59%	60%	62%
Reading	5	Postma	ES 2	Two or More	8	8	100%	100%	100%	6	75%	76%	*	*	*	*	*
Reading	5	Postma	ES 2	Eco. Dis.	86	74	86%	87%	85%	56	65%	66%	62%	31	36%	37%	35%
Reading	5	Postma	ES 2	Emergent Bilingual	36	28	78%	80%	74%	22	61%	62%	56%	10	28%	30%	40%

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
					#	#	%	%		#	%	%		#	%	%	
Reading	5	Postma	ES 2	At-Risk	86	69	80%	81%	76%	42	49%	50%	55%	21	24%	25%	35%
Reading	5	Postma	ES 2	SPED	19	14	74%	75%	60%	8	42%	43%	*	*	*	*	*
Science	5	Postma	ES 2	All	195	155	79%	81%	78%	102	52%	54%	48%	47	24%	26%	22%
Science	5	Postma	ES 2	Hispanic	52	38	73%	75%	63%	25	48%	50%	39%	12	23%	25%	14%
Science	5	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Postma	ES 2	Asian	35	30	86%	88%	93%	21	60%	62%	63%	10	29%	31%	39%
Science	5	Postma	ES 2	African Am.	66	51	77%	79%	75%	31	47%	49%	38%	9	14%	16%	17%
Science	5	Postma	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Postma	ES 2	White	32	28	88%	90%	86%	19	59%	60%	59%	12	38%	39%	23%
Science	5	Postma	ES 2	Two or More	8	6	75%	77%	100%	5	63%	65%	*	*	*	*	*
Science	5	Postma	ES 2	Eco. Dis.	86	63	73%	75%	73%	41	48%	50%	36%	20	23%	25%	12%
Science	5	Postma	ES 2	Emergent Bilingual	36	26	72%	74%	61%	16	44%	46%	32%	7	19%	21%	14%
Science	5	Postma	ES 2	At-Risk	86	52	60%	62%	65%	33	38%	40%	31%	17	20%	22%	15%
Science	5	Postma	ES 2	SPED	19	11	58%	60%	53%	6	32%	34%	35%	*	*	*	*

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.

Updated July 2021 / HB

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.