

Cypress-Fairbanks Independent School District

Post Elementary School

2023-2024



Mission Statement

It is the purpose and mission of Post Elementary, in a joint effort with faculty, staff, and parents, to provide all children an education which promotes academic, social, moral, physical, and emotional growth. We are firmly committed to establishing an environment whereby every child receives support and encouragement in fostering a healthy self-concept and which confirms our belief that all children can learn. It is our expectation that providing children with this educational opportunity will help insure that each child will become a contributing and responsible member of society.

Vision

RISE: Respect. Integrity. Safety. Effort.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Post Elementary is a campus in Houston, Texas. Post opened its doors in 1960. Post is projected to serve 857 students in grades PK - 5th grades during the 2023-2024 school year, which is a decrease from the previous year of 19 students in 2022-2023.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- STAAR
- Behavior
- EPS
- EOY Benchmarks/Reading Levels

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 26, 2023 and again on September 15, 2023 to develop and finalize the CNA. The meetings were held in the Post cafeteria at 10:00 a.m. and 8:00 a.m.

At the first meeting on May 26, 2023, Dr. Stockton we reviewed all of our EOY data (EPS, EOY, Discipline) and needs assessment. We determined that our math data was significantly lower in 4th and 5th grades and we would start interventions earlier in the year.

At the second meeting on September 15, 2023, the CPOC committee discussed the purpose of the CPOC Committee and introduced our district and community representatives. Because of the delay of STAAR data and Accountability and decided that

we would continue our focus on math and behavior.

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically in reading. We identified that students scored 80% on STAAR. Our AA student group scored the lowest in all grade levels. Through the root cause analysis process, we identified that we need to work to eliminate the learning gaps caused by COVID-19.

Our second identified priority problem is in the area of student achievement, specifically in math. Our overall STAAR scores were 68% and fourth grade sub pops were below target. Through the root cause analysis process, we identified that we need to work to eliminate the learning gaps caused by COVID-19.

Our third identified priority problem is in the area of discipline. Our student incident data increased by 55% last year. Through the root cause analysis process, we identified that teachers lacked de-escalating strategies to support keeping students in their classrooms.

Student Achievement

Student Achievement Strengths

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

- Reading: We met or exceeded all but two of our STAAR CIP Targets in every grade level at the Masters Level.
- Reading: All of our Third and Fourth graders met or exceeded our 2022 target.
- Math: Third, Fourth and Fifth grades reached 50% or higher at Approaches.
- Science: Almost all our subpops exceeded 70% at Approaches.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Overall students scored 80% on STAAR. Our AA student group scored the lowest in all grade levels. **Root Cause:** RLA: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 2: Math: Overall Math was 68% on STAAR. All fourth grade sub pops were below target. **Root Cause:** Math: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 3: Science: Overall Science was 75% on STAAR. Our Hispanic subpop was below target. **Root Cause:** Science: We need to work to eliminate the learning gaps caused by COVID-19.

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.

- EPS ranges from 95 - 100%
- Increased positivity and culture on campus
- Parents feel students are welcomed and safe
- Common PBIS language and visuals reinforced throughout campus
- Quality work expected
- Safe work environment
- Information related to job is accessible
- Frequent celebrations and recognition of staff

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Post Elementary's restorative practices have improved, however still need tweaking. **Root Cause:** Without utilizing solid PBIS strategies, teachers are not equipped to work with changing student behaviors.

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.

- Added additional Behavior Interventionist
- One of our strengths is the experience level of our teachers.
- We identify the needs of our students and provide staff development for our teachers.
- We are building teachers' capacity and growth by providing coaching. Teachers are given a coach (who is not their appraiser) to set a collaborative goal, a time to meet, develop a plan for improvement and are provided timely and specific feedback.
- New teachers to Post are given a mentor in which they participate in monthly Mentor/Mentee meetings to discuss various topics.
- Administrators attend and support content level planning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendances exceeds student attendance. **Root Cause:** Teacher/Paraprofessional Attendance: Staff attendance procedures should to be communicated to teachers throughout the year.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Pre-K/Kinder Corral
- 2nd - 5th Meet the Teacher
- Virtual Open House
- Winter Wonderland
- Family Fun Night
- Monthly grade level activities
- Watch Dog Dads

Problem Statements Identifying Parent and Community Engagement Needs




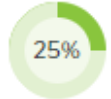
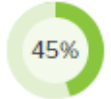

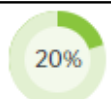
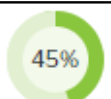
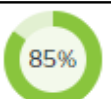
Problem Statement 1: Parent and Community Engagement: Due to continued concerns regarding COVID and student safety, we need to find ways to encourage parents to attend school events in person. **Root Cause:** Parent and Community Engagement: We need to strengthen our committee designated to plan activities to involve parents.













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		
<p>Strategy 1: RLA: Teachers will use data to plan explicit, differentiated small group instruction. They will receive additional books, training, and materials to support new learning and implementation.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal. Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will implement research based strategies and best practices during classroom instruction to develop mathematical thinking and problem solving skills. Instruction utilizing blended learning checklist, real-world relationships, student discourse, use of manipulatives and visual aids will provide students the opportunity to build procedural fluency and conceptual understanding.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal. Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will focus on students fully participating in the 5 E model of science learning. teachers in grades 2-5 will utilize hands-on, critical thinking opportunities, and interactive word walls.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal. Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>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 pulling small groups during Bloom time to support the areas of deficits.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Field Trips, Story Teller, Science/Math/Reading Activities. Winter Wonderland</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> Salaries- Our additional Behavior Interventionist will support our teachers, behavior goals and PBIS strategies. Professional Development- The Instructional Specialist, teaching staff, and para- professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Professional books and other resources will build teachers' capacity. All In Learning- Teachers and students will utilize All in Learning as a supplemental instructional aide to be used at school and at home to assist meeting or exceeding instructional targets. Paper and Laminate- Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students both on and off campus. Bus Transportation - Provide all students the opportunity to participate in off-campus field trips. <p>Staff Responsible for Monitoring: Principal, APs, ISs, BIs</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished




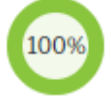
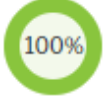




 Continue/Modify

 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		
<p>Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Students attending intervention will have a 30% increase in growth with all assessments in math and reading.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Class Size Reduction Teacher in 5th grade will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: By the conclusion of the 2023-2024 school year, 90% of students in this class will meet approaches or higher standard on RLA STAAR and Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
 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		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 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		
<p>Strategy 1: Campus Safety: Campus Safety: Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it.</p> <p>Code of Conduct talks held within first 2 weeks of school and in spring semester.</p> <p>Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.</p> <p>Strategy's Expected Result/Impact: Increase and protect bell to bell instruction time by decreasing interruption to classroom instruction. Complete and successful participation in all drills. Student/Staff/Campus all knowledgeable about safety procedures that provide a safe environment.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Behavior Interventionist. Assistant Principal, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: EOP Coordinator, Teachers, Administrative Team, Safety Team</p>	Formative		
	Nov	Feb	May
			
 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 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		
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	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 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		
<p>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. To reduce violent incidents on campus, we will implement strategies and tools such as behavior contracts with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative practice/conflict resolution, social problem solving, and individualized social emotional lessons facilitated by BIs or counselors.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be at 0%</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Practices: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students with significant behavioral difficulties are monitored closely by the behavior interventionist with the collaborative effort of teachers, paraprofessionals, counselors, and administrators by implementing strategies and tools such as behavior contract with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative circles, social skills lessons, and activity-based reinforcer schedule based on individualized needs.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 5%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Motivate staff to be at school by doing monthly drawings for less than 3 absences. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal/APs/Campus Secretary</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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.








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 50%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We have started a Parent Involvement committee comprised of Instructional specialist, teachers, and paras.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Other School Leader (Nonteaching Professional)	Lisa Aden	Campus Secretary
Other School Leader (Nonteaching Professional)	Morgan Burcham	Testing Coordinator
Other School Leader (Nonteaching Professional)	Jake Hendricks	BI
Other School Leader (Nonteaching Professional)	Starlett Moed	Counselor
Other School Leader (Nonteaching Professional)	Rachel Dunn	Counselor
Other School Leader (Nonteaching Professional)	Yuka Takahashi-Kury	Behavior Interventionist
Other School Leader (Nonteaching Professional)	Zaina Dimassi	M/Sc IS
Paraprofessional #2	Sabrina Holmes	Paraprofessional #2
Paraprofessional #1	Mayra Carwile	Paraprofessional #1
Business Representative #2	Mason Holt	Business Representative #2
Business Representative #1	Alex Soler	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Parent #1	Parent #1
Other School Leader (Nonteaching Professional) #4	Nina Campbell	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Jill Miedke	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #2	Misty Finch	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Amber Colchado	Other School Leader (Nonteaching Professional) #1
Teacher #8	Alicia Guillote	PE
Teacher #7	Lizzette Richards	5th Grade
Teacher #6	Maggie Floyd	4th Grade
Teacher #5	Kelsi Johnson	3rd Grade
Teacher #4	Patricia Moussa	2nd Grade
Teacher #3	Kelsey Ramsey	1st Grade

Committee Role	Name	Position
Teacher #2	Rachelle Williams	Kinder Teacher
Teacher #1	Hanna Landreth	Pre-K Teacher
Principal	Karen Stockton	Principal

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level	
					2023	#	%	%		#	%	%		#	%	%		
					#													#
Math	3	Post	ES 5	All	123	74	60%	65%	67%	42	34%	35%	35%	12	10%	15%	6%	
Math	3	Post	ES 5	Hispanic	71	42	59%	60%	64%	22	31%	35%	29%	*	*	*	*	
Math	3	Post	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	3	Post	ES 5	Asian	7	6	86%	90%	*	*	*	*	*	*	*	*	*	
Math	3	Post	ES 5	African Am.	28	12	43%	45%	43%	6	21%	25%	*	*	*	*	*	
Math	3	Post	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Post	ES 5	White	14	12	86%	90%	88%	9	64%	65%	65%	7	50%	55%	*	
Math	3	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Post	ES 5	Eco. Dis.	86	46	53%	55%	58%	25	29%	30%	21%	*	*	*	*	
Math	3	Post	ES 5	Emergent Bilingual	36	21	58%	60%	48%	6	17%	20%	*	*	*	*	*	
Math	3	Post	ES 5	At-Risk	56	30	54%	55%	53%	10	18%	20%	20%	*	*	*	*	
Math	3	Post	ES 5	SPED	12	*	*	*	52%	*	*	*	29%	*	*	*	*	
Math	4	Post	ES 5	All	132	67	51%	55%	57%	38	29%	30%	33%	13	10%	15%	13%	
Math	4	Post	ES 5	Hispanic	70	32	46%	50%	55%	16	23%	25%	26%	5	7%	15%	9%	
Math	4	Post	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Post	ES 5	Asian	2	*	*	*	63%	*	*	*	*	*	*	*	*	*
Math	4	Post	ES 5	African Am.	31	12	39%	40%	44%	5	16%	20%	20%	*	*	*	*	
Math	4	Post	ES 5	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Post	ES 5	White	24	20	83%	85%	86%	16	67%	70%	71%	6	25%	30%	43%	
Math	4	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Post	ES 5	Eco. Dis.	84	35	42%	45%	53%	15	18%	20%	25%	6	7%	10%	7%	
Math	4	Post	ES 5	Emergent Bilingual	32	7	22%	25%	47%	5	16%	20%	12%	*	*	*	*	
Math	4	Post	ES 5	At-Risk	75	26	35%	40%	42%	10	13%	20%	11%	*	*	*	*	
Math	4	Post	ES 5	SPED	15	5	33%	35%	*	*	*	*	*	*	*	*	*	
Math	5	Post	ES 5	All	118	80	68%	70%	76%	31	26%	30%	47%	8	7%	10%	14%	
Math	5	Post	ES 5	Hispanic	50	34	68%	70%	77%	7	14%	20%	44%	*	*	*	10%	
Math	5	Post	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	Asian	9	8	89%	90%	*	*	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	African Am.	30	15	50%	55%	68%	*	*	*	28%	*	*	*	*	
Math	5	Post	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	White	26	20	77%	80%	86%	15	58%	60%	76%	*	*	*	43%	
Math	5	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	Eco. Dis.	74	48	65%	70%	71%	11	15%	20%	36%	*	*	*	11%	
Math	5	Post	ES 5	Emergent Bilingual	28	17	61%	65%	69%	*	*	*	39%	*	*	*	*	
Math	5	Post	ES 5	At-Risk	75	44	59%	60%	70%	9	12%	20%	33%	*	*	*	6%	

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%		#	%	%		#	%	%	
					#												
Math	5	Post	ES 5	SPED	6	*	*	*	42%	*	*	*	*	*	*	*	*
Reading	3	Post	ES 5	All	124	92	74%	75%	82%	64	52%	55%	60%	28	23%	25%	29%
Reading	3	Post	ES 5	Hispanic	71	49	69%	70%	83%	33	46%	50%	49%	15	21%	25%	22%
Reading	3	Post	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Post	ES 5	Asian	7	6	86%	90%	*	6	86%	90%	*	*	*	*	
Reading	3	Post	ES 5	African Am.	28	23	82%	85%	57%	12	43%	45%	43%	*	*	*	30%
Reading	3	Post	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Post	ES 5	White	15	12	80%	85%	100%	11	73%	75%	92%	5	33%	35%	42%
Reading	3	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Post	ES 5	Eco. Dis.	87	62	71%	75%	76%	41	47%	50%	47%	16	18%	20%	23%
Reading	3	Post	ES 5	Emergent Bilingual	36	19	53%	55%	76%	10	28%	30%	24%	*	*	*	*
Reading	3	Post	ES 5	At-Risk	56	32	57%	60%	65%	19	34%	35%	36%	6	11%	20%	9%
Reading	3	Post	ES 5	SPED	12	5	42%	45%	52%	*	*	*	33%	*	*	*	*
Reading	4	Post	ES 5	All	133	99	74%	75%	75%	58	44%	45%	50%	33	25%	30%	23%
Reading	4	Post	ES 5	Hispanic	70	49	70%	75%	75%	26	37%	40%	49%	15	21%	25%	19%
Reading	4	Post	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Post	ES 5	Asian	2	*	*	*	88%	*	*	*	63%	*	*	*	*
Reading	4	Post	ES 5	African Am.	31	22	71%	75%	68%	10	32%	35%	36%	5	16%	20%	*
Reading	4	Post	ES 5	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Post	ES 5	White	25	22	88%	90%	86%	19	76%	80%	71%	13	52%	55%	43%
Reading	4	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Post	ES 5	Eco. Dis.	84	57	68%	70%	71%	27	32%	35%	46%	13	15%	20%	19%
Reading	4	Post	ES 5	Emergent Bilingual	32	20	63%	65%	67%	8	25%	30%	44%	*	*	*	*
Reading	4	Post	ES 5	At-Risk	75	46	61%	65%	67%	21	28%	30%	33%	9	12%	15%	7%
Reading	4	Post	ES 5	SPED	15	*	*	*	38%	*	*	*	*	*	*	*	*
Reading	5	Post	ES 5	All	119	93	78%	80%	77%	65	55%	60%	57%	30	25%	30%	32%
Reading	5	Post	ES 5	Hispanic	51	36	71%	75%	79%	27	53%	55%	54%	11	22%	25%	23%
Reading	5	Post	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Post	ES 5	Asian	9	8	89%	90%	*	6	67%	70%	*	*	*	*	
Reading	5	Post	ES 5	African Am.	30	22	73%	75%	60%	11	37%	40%	48%	*	*	*	40%
Reading	5	Post	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Post	ES 5	White	26	24	92%	95%	95%	18	69%	70%	81%	10	38%	40%	57%
Reading	5	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Post	ES 5	Eco. Dis.	75	55	73%	75%	71%	37	49%	50%	49%	14	19%	20%	25%
Reading	5	Post	ES 5	Emergent Bilingual	28	18	64%	65%	64%	12	43%	45%	39%	*	*	*	14%

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Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:

▪ Google Suite	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 nd -5 th)	▪ Library Resources
▪ Boost Reading	▪ Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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