

Cypress-Fairbanks Independent School District

Reed Elementary School

2023-2024



Mission Statement

At Reed Elementary we will meet the needs of all learners by providing the tools they need to be successful in a variety of learning settings.

Vision

LEAD - Learn. Empower. Achieve. Dream.

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SCHOOL PROFILE

Reed Elementary is a campus in Houston, Texas. Reed Elementary opened its doors in 1991. Reed Elementary is projected to serve 805 students in grades ECSE - 5th Grade during the 2023-2024 school year, which is an 26 students from the previous year of 831 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- District & campus goals
- Performance objectives
- Campus improvement plans
- Planning and decision making committee data
- TAPR
- Federal Report Card
- Local Accountability Data
- State assessment information
- STAAR current results
- STAAR released test questions
- TELPAS data
- Student retention rates
- Benchmark data
- PK - 2 assessment data
- State provided online assessment data
 - Race & ethnicity data
- Special program data
- Economically disadvantaged data
- Special Education data

- Emergent Bilingual data
- Section 504 data
- Attendance data
- Discipline data
- Staff surveys

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on Wednesday, May 19, 2023 and again on Wednesday, September 13, 2023 to develop and finalize the CNA. The meetings were held in the art room at Reed Elementary at 4:15 p.m.

At the first meeting on Wednesday, May 19, 2023, principal, Karen Richardson facilitated the discussion about a variety of topics including starting the root cause analysis process using local data. The CPOC reviewed local data and reviewed the 2022-2023 CIP summative evaluation of the goals set for the campus. May CIP Strategy Evaluation. The committee began the 2023-2024 CIP process, discussed the Title I budget and ESSER budgets for 2022-2023 and 2023-2024

At the second meeting on Wednesday, September 13, 2023 the CPOC completed the root cause analysis using the summative data from state assessments. The committee reviewed multiple sources of campus data; academic, discipline, attendance, Employee Perception Survey. The committee determined strengths and needs for all areas. The committee completed the root cause analysis process and reviewed strategies to support the problem areas. The committee collaborated on setting accountability targets. The committee reviewed the Title I & ESSER budgets.

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 At-risk students performed below projected targets in 3rd, 4th, and 5th grade reading on the 2023 STAAR Reading assessment.. Through the root cause analysis process, we identified A lack of purposeful planning of instruction by teachers to create student engagement is creating lower performance in at-risk student achievement.

Our second identified priority problem is in the area of student achievement, specifically African American students perform lower than their peers on math district and state assessments. Through the root cause analysis process, we identified A lack of differentiation of instruction to meet individual needs by teachers is creating a disconnect in African American student achievement.

Our third identified priority problem is in the area of staff attendance is at a lower percentage than student attendance., specifically. Through the root cause analysis process, we identified Staff apathy toward the importance of daily attendance has caused higher absenteeism.

Student Achievement

Student Achievement Strengths

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

In reading, Reed Elementary:

Third graders met the district average on the 2023 - 2024 STAAR Reading Assessment

Most achievement targets were met in 5th grade STAAR Reading Assessment

PreK Circle Test indicates high performance in Reading readiness.

3rd grade African American students performed at 59% Meets Performance Level and 29% Masters Performance level on the 2023 Reading STAAR Assessment.

In math, Reed Elementary:

4th grade math students receiving special education services surpassed the projected target by 9% on the 2023 STAAR Math Assessment

Both 4th grade students (71% Passing) and 5th grade students (81% Passing) met or exceeded the district average on the 2023 STAAR Math Assessment.

In science, Reed Elementary:

On the 3rd grade End of Year District Assessment, students reached 83% passing, 1 percentage point below the district average

On the 5th grade End of Year District Assessment, students reached 70% passing, 1 percentage point below the district average

5th graders surpass the cluster average (campuses in CFISD with similar demographics) in all sub-populations for the 2023 Science STAAR Assessment

In attendance, Reed Elementary:

Student attendance surpasses the district average attendance for several years in a row.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: At-risk students performed below projected targets in 3rd, 4th, and 5th grade reading on the 2023 STAAR Reading assessment. **Root Cause:** RLA: A lack of purposeful planning of instruction by teachers to create student engagement is creating lower performance in at-risk student achievement.

Problem Statement 2: Math: African American students perform lower than their peers on math district and state assessments. **Root Cause:** Math: A lack of differentiation of instruction to meet individual needs by teachers is creating a disconnect in African American student achievement.

Problem Statement 3: Science: African American students perform lower than their peers on science district and state assessments. **Root Cause:** Science: A lack of differentiation of instruction to meet individual needs by teachers is creating a disconnect in African American student achievement.

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.

Reed Elementary discipline numbers are comparatively very low. Student discipline infractions are minimal in all grade levels with significantly larger numbers in 5th grade (78 referrals for 2022-2023). The low rate of office referrals and off-task behavior indicates that students are participating in class and are not missing instruction due to discipline issues.

Reed Elementary has a focus on social and emotional mental health. The counselors, along with teaching staff, present lessons to support the whole child. We have created a system for regular check-ins with minute meetings, guidance lessons, groups for students in need, and family supports.

Staff morale is high as indicated on the Employee Perception Survey and staff turnover.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Inappropriate physical contact continues to occur at a higher rate than all other discipline infractions. **Root Cause:** Teachers need guidance on preventative measures for inappropriate physical contact between students.

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 annual Employee Perception Survey indicates:

Staff are clear about job responsibilities.

Quality work is expected of students and staff.

Information for staff is readily available.

Decisions are data driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance is at a lower percentage than student attendance. **Root Cause:** Teacher/Paraprofessional Attendance: Staff apathy toward the importance of daily attendance has caused higher absenteeism.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Parent participation in the PTO increase dramatically in the 2022-2023 school year.

The WATCH DOGS program maintained consistent weekly assistance from male volunteers.

Meet the Teacher, Curriculum Night, Trunk or Treat, Learning Lollapalooza, and End-of-Year Awards Ceremonies were attended in record numbers post-COVID.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents do not volunteer during the school day. **Root Cause:** Staff has not provided authentic opportunities for parents to volunteer consistently.

Goals







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



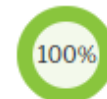



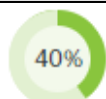
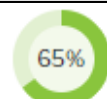
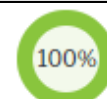



Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.








Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue these strategies to target at-risk populations based on data

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Data driven planning will support targeted intervention plans that are essential to meet the individual needs of students in low performing groups (African American and At-Risk). Collaborative planning teams will use student performance data to draft plans and create groups to increase differentiation. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Teachers are expected to implement the HMH curriculum components by incorporating multiple resources and strategies learned through in-house professional development. Students will write and type daily to increase writing and typing fluency, experience, and technique. Teachers will implement reading and writing strategies learned through professional development with Elizabeth Martin. Staff Responsible for Monitoring: Reading Intervention Teachers, Instructional Specialist, Assistant Principal, Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teams will collaborate on data analysis that is ongoing in order to identify student groups that need targeted interventions that are relevant to the students skill levels and cultural backgrounds. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Interventionists, use of manipulatives, number talks training for all math teachers, temp workers to additional math interventions Staff Responsible for Monitoring: Math Intervention Teachers, Instructional Specialist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Develop science hands on learning experiences that allow students to think critically while developing the necessary vocabulary to master science skills. Students will be exposed to a variety of culturally relevant experiences to engage and differentiate for at-risk and African American students. Foundational skills will be addressed in targeted small groups. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Students in 3rd, 4th, and 5th grade will have access to hands on science experiences through gardening experiences, field trips, and labs. These activities will provide differentiation and increase engagement. Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Intense, small group, skill-based instruction in reading and math based on student need. All interventionists are supporting this designated intervention time. 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, Math and Reading Interventionists, Teachers	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Curriculum Night, STAAR Night, Red Ribbon Week, Family Night Events, Learning Lollapalooza, Name That Book Club, Reed Mentor Program, Academic Nights, Chess Club, and Field Trips, Academic Celebrations (Roadrunner Success), Veteran's Day and Multi-cultural celebrations. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. These programs/activities will provide students with additional support in social emotional areas as well as academic enrichment to promote higher levels of academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Interventionists	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: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Salaries: The testing coordinator, Reading interventionist and three instructional paras will assist with meeting our students' goals in all content areas.</p> <p>Extra Duty Pay: Staff members will be paid for extended tutoring and professional development outside the traditional school day to assist in meeting the targets listed in the CIP.</p> <p>Consultant Staff Development: Elizabeth Martin will provided continued staff development in the area of writing to support growth in teacher capacity and assist in meeting the goals set in the CIP.</p> <p>Parent Engagement: We will increase parent involvement through opportunities like Curriculum Night, Learning Lollapalooza, STAAR night, and WATCH DOGS.</p> <p>Instructional Supplies: Supplies to increase engagement and differentiation will support the goals of academic growth in all content areas.</p> <p>Field Trip Admissions & Buses: Field trips will provide hands-on experiences aligned with the TEKS for each grade level and support the growth for student goals in all academic areas listed in the CIP.</p> <p>Library Books: We will increase circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.</p> <p>Temporary Workers: Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</p> <p>Contracted Services: Garden Consultant; students are provided hands-on learning opportunities to support science curriculum.</p> <p>Conference Fees/Professional Development: All staff members will attend local and state level conferences and professional development to strengthen behavioral and instructional practices to meet the goals set in the CIP.</p> <p>PBIS Supplies - Students will earn incentives using the PBIS cash. An emphasis on incentives will assist with behavioral goals as listed in the CIP.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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








- Evaluation Data Sources:** STAAR and Locally Developed Assessments
- Summative Evaluation:** Exceeded Objective
- Next Year's Recommendation:** Funding will be eliminated for these positions.

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary Workers will be hired to work with students to improve their academic performance in math. Strategy's Expected Result/Impact: By May 2024, 80% of students receiving interventions provided by temporary workers will make one year's growth as indicated by MAP scores in math. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class Size Reduction Teacher in ELAR will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: By May 2024, 80% of the students in the class size reduction class, will grow by one performance level (does not meet, meets, masters) on the fourth grade reading STAAR assessment when compared to 3rd Grade reading STAAR results. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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

- Evaluation Data Sources:** STAAR Data
- Summative Evaluation:** Exceeded Objective
- Next Year's Recommendation:** Continue two compensatory education by employing 2 reading interventionists

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk through tutoring and instructional supplies. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue the focus of campus safety and strategies to support

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will conduct additional crisis drills through the year to increase student and staff understanding of their response during a real crisis. The Campus EOP representative will audit the drills to determine areas in need of continued support to staff and students. The EOP representative will also send periodical reminders about student and staff safety to the entire staff. A campus safety committee will be formed with representatives. This committee will evaluate the safety of the school and will make recommendations for enhancing it. Strategy's Expected Result/Impact: Improve the overall safety of our school. Increase skill level and understanding of emergency drills in students and staff. Determine areas in need of improvement through internal audits. Staff Responsible for Monitoring: Campus EOP representative, Safety Committee Members, Assistant Principals, Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct weekly, state required, door checks to ensure doors are locked, and no one can access the building except for the primary entrance.	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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











- Evaluation Data Sources:** Student attendance records
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Grow in incentives & activities to support increased student attendance

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
	<div><div></div></div> 35%	<div><div></div></div> 75%	<div><div></div></div> 90%
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
	<div><div></div></div> 35%	<div><div></div></div> 75%	<div><div></div></div> 90%
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>			

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

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

- Evaluation Data Sources:** Discipline reports
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Increase the use of preventative strategies and strong classroom management

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Professional development will be provided in utilizing preventative measures such as stay-away agreements, restorative circles, behavior plans, and cool down strategies for students with high incident of violence. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals, Behavior Interventionist, and Members of the PBIS Committee	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Provide professional development in the area of restorative discipline. Provide students with at least one Anti-Bullying and Code of Conduct presentations. We are committed to implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, Principals, Behavior Interventionist and Members of the PBIS Committee	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



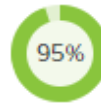




Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to increase staff attendance with incentives and staff buy-in

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be rewarded for perfect attendance per every 9 weeks, semester and year. Specific rewards will be given to staff members who have perfect attendance and limited absences throughout the school year. Daily staff attendance is emailed to staff with celebrations over 95% in attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

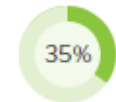






Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

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

Summative Evaluation: Met Objective








Next Year's Recommendation: Staff indicates a need for PD on Identifying GT & making quality SPED referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Consultants and professional development providing growth opportunities in the area of professionalism, serving an at-risk and Title I population, reading, math, and writing. Elizabeth Martin writing training, Becky Koesel Reading Training (summer only), Region IV Training, Heggerty, Number Talk training, para-professional training, Library Conference, Art Professional Conference, Music Professional Conference, PE Professional Conference, CPI Training and district provided training. Strategy's Expected Result/Impact: Staff will grow in their knowledge of the reading, writing, math, science, and discipline practices, instructional implications, and strategies to address gaps in these content areas. Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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

- Evaluation Data Sources:** Parent Survey
Activity sign-in sheets/records
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Move to a VIPs committee to increase parent involvement

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Use multiple forms of promotion for all family involvement events including social media, flyers, posters, call outs, marquee, Remind, School Messenger and stickers students will wear the day of the event before they go home,. Prizes, morning/dismissal announcement reminders and incentives for the classes with highest percentage of attendance. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Administrative Assistants, Assistant Principals, Counselors, and Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Don Cornman	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Raquel Roeder	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Barbara Vandever	Paraprofessional #2
Paraprofessional #1	Tami Brooks	Paraprofessional #1
Business Representative #2	Bernadette Gifford	Business Representative #2
Business Representative #1	Gaston Soto	Business Representative #1
Community Member #2	Nathan Rouse	Community Member #2
Community Member #1	Frankie Hernandez	Community Member #1
Parent #2	Vivien Santos	Parent #2
Parent #1	Kari Kime	Parent #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Roxana Rogers	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Peter Libreros	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Ashley Bullock	Other School Leader (Nonteaching Professional) #1
Teacher #8	Natalie Haisley	Teacher #8
Teacher #7	Candice Jones	Teacher #7
Teacher #6	Cristina Bennett	Teacher #6
Teacher #5	Andrea Molina	Teacher #5
Teacher #4	Mario Garcia	Teacher #4
Teacher #3	Victoria Griffith	Teacher #3
Teacher #2	Sydney West	Teacher #2
Teacher #1	Jessica Everett	Teacher #1
Principal	Karen Richardson	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	Reed	ES 7	All	106	69	65%	70%	71%	27	25%	30%	33%	9	8%	15%	12%
Math	3	Reed	ES 7	Hispanic	82	52	63%	67%	67%	19	23%	28%	26%	5	6%	10%	7%
Math	3	Reed	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Reed	ES 7	Asian	8	8	100%	100%	90%	*	*	*	60%	*	*	*	40%
Math	3	Reed	ES 7	African Am.	7	*	*	*	46%	*	*	*	*	*	*	*	*
Math	3	Reed	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Reed	ES 7	White	9	7	78%	83%	86%	*	*	*	71%	*	*	*	*
Math	3	Reed	ES 7	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Reed	ES 7	Eco. Dis.	82	52	63%	67%	67%	21	26%	31%	30%	7	9%	14%	9%
Math	3	Reed	ES 7	Emergent Bilingual	34	21	62%	67%	54%	*	*	*	15%	*	*	*	*
Math	3	Reed	ES 7	At-Risk	67	38	57%	63%	63%	14	21%	26%	30%	5	7%	12%	10%
Math	3	Reed	ES 7	SPED	18	8	44%	50%	25%	*	*	*	*	*	*	*	*
Math	4	Reed	ES 7	All	115	79	69%	73%	61%	47	41%	45%	34%	17	15%	20%	14%
Math	4	Reed	ES 7	Hispanic	81	54	67%	72%	57%	33	41%	45%	31%	12	15%	20%	11%
Math	4	Reed	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Reed	ES 7	Asian	11	9	82%	86%	67%	9	82%	85%	56%	*	*	*	*
Math	4	Reed	ES 7	African Am.	10	7	70%	75%	*	*	*	*	*	*	*	*	*
Math	4	Reed	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Reed	ES 7	White	10	7	70%	75%	100%	*	*	*	50%	*	*	*	*
Math	4	Reed	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Reed	ES 7	Eco. Dis.	83	53	64%	69%	64%	31	37%	40%	35%	9	11%	15%	14%
Math	4	Reed	ES 7	Emergent Bilingual	30	14	47%	55%	45%	10	33%	36%	21%	*	*	*	*
Math	4	Reed	ES 7	At-Risk	82	51	62%	67%	52%	32	39%	42%	23%	8	10%	15%	11%
Math	4	Reed	ES 7	SPED	20	9	45%	50%	41%	6	30%	35%	19%	*	*	*	*
Math	5	Reed	ES 7	All	135	110	81%	84%	75%	64	47%	52%	39%	11	8%	12%	9%
Math	5	Reed	ES 7	Hispanic	105	83	79%	83%	73%	44	42%	45%	37%	5	5%	12%	9%
Math	5	Reed	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Reed	ES 7	Asian	18	17	94%	96%	82%	15	83%	85%	73%	6	33%	38%	*
Math	5	Reed	ES 7	African Am.	6	5	83%	87%	71%	*	*	*	*	*	*	*	*
Math	5	Reed	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Reed	ES 7	White	5	*	*	*	80%	*	*	*	*	*	*	*	*
Math	5	Reed	ES 7	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Reed	ES 7	Eco. Dis.	110	90	82%	86%	71%	52	47%	52%	37%	7	6%	10%	9%
Math	5	Reed	ES 7	Emergent Bilingual	44	33	75%	79%	56%	22	50%	54%	32%	*	*	*	*
Math	5	Reed	ES 7	At-Risk	107	87	81%	85%	69%	49	46%	50%	33%	8	7%	11%	8%

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	Reed	ES 7	SPED	18	11	61%	65%	46%	*	*	*	*	*	*	*	*
Reading	3	Reed	ES 7	All	107	84	79%	85%	82%	48	45%	50%	59%	16	15%	20%	28%
Reading	3	Reed	ES 7	Hispanic	82	64	78%	82%	79%	33	40%	45%	55%	8	10%	15%	26%
Reading	3	Reed	ES 7	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Reed	ES 7	Asian	9	7	78%	81%	85%	5	56%	60%	70%	*	*	*	50%
Reading	3	Reed	ES 7	African Am.	7	*	*	*	85%	*	*	*	38%	*	*	*	*
Reading	3	Reed	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Reed	ES 7	White	9	9	100%	100%	86%	6	67%	73%	86%	*	*	*	*
Reading	3	Reed	ES 7	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Reed	ES 7	Eco. Dis.	83	64	77%	82%	81%	38	46%	51%	57%	13	16%	21%	26%
Reading	3	Reed	ES 7	Emergent Bilingual	35	25	71%	75%	69%	11	31%	36%	36%	*	*	*	*
Reading	3	Reed	ES 7	At-Risk	68	47	69%	74%	74%	22	32%	36%	51%	9	13%	18%	25%
Reading	3	Reed	ES 7	SPED	18	9	50%	55%	46%	7	39%	43%	21%	*	*	*	*
Reading	4	Reed	ES 7	All	115	82	71%	76%	82%	48	42%	47%	53%	22	19%	24%	19%
Reading	4	Reed	ES 7	Hispanic	81	56	69%	74%	81%	35	43%	47%	51%	15	19%	24%	15%
Reading	4	Reed	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Reed	ES 7	Asian	11	9	82%	86%	78%	6	55%	59%	56%	*	*	*	*
Reading	4	Reed	ES 7	African Am.	10	6	60%	70%	63%	*	*	*	*	*	*	*	*
Reading	4	Reed	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Reed	ES 7	White	10	8	80%	90%	100%	*	*	*	90%	*	*	*	*
Reading	4	Reed	ES 7	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Reed	ES 7	Eco. Dis.	83	56	67%	73%	84%	33	40%	45%	56%	15	18%	23%	19%
Reading	4	Reed	ES 7	Emergent Bilingual	30	17	57%	62%	74%	9	30%	35%	38%	*	*	*	12%
Reading	4	Reed	ES 7	At-Risk	82	53	65%	68%	77%	30	37%	42%	44%	14	17%	22%	15%
Reading	4	Reed	ES 7	SPED	20	8	40%	45%	63%	*	*	*	19%	*	*	*	*
Reading	5	Reed	ES 7	All	135	110	81%	85%	67%	81	60%	63%	42%	31	23%	28%	22%
Reading	5	Reed	ES 7	Hispanic	105	84	80%	85%	62%	60	57%	60%	37%	20	19%	24%	22%
Reading	5	Reed	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Reed	ES 7	Asian	18	17	94%	100%	91%	15	83%	86%	64%	9	50%	55%	*
Reading	5	Reed	ES 7	African Am.	6	5	83%	90%	71%	*	*	*	*	*	*	*	*
Reading	5	Reed	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Reed	ES 7	White	5	*	*	*	70%	*	*	*	60%	*	*	*	*
Reading	5	Reed	ES 7	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Reed	ES 7	Eco. Dis.	110	88	80%	85%	64%	65	59%	63%	38%	24	22%	27%	21%
Reading	5	Reed	ES 7	Emergent Bilingual	44	33	75%	80%	53%	24	55%	60%	24%	8	18%	23%	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Reading	5	Reed	ES 7	At-Risk	107	84	79%	82%	60%	61	57%	62%	33%	22	21%	26%	15%
Reading	5	Reed	ES 7	SPED	18	9	50%	55%	27%	*	*	*	*	*	*	*	*
Science	5	Reed	ES 7	All	135	94	70%	75%	49%	38	28%	32%	15%	12	9%	14%	9%
Science	5	Reed	ES 7	Hispanic	105	69	66%	69%	49%	26	25%	29%	13%	7	7%	11%	9%
Science	5	Reed	ES 7	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Reed	ES 7	Asian	18	16	89%	93%	64%	8	44%	50%	*	5	28%	33%	*
Science	5	Reed	ES 7	African Am.	6	5	83%	87%	*	*	*	*	*	*	*	*	*
Science	5	Reed	ES 7	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Reed	ES 7	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Reed	ES 7	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Reed	ES 7	Eco. Dis.	110	75	68%	73%	43%	27	25%	29%	15%	9	8%	13%	8%
Science	5	Reed	ES 7	Emergent Bilingual	44	26	59%	64%	41%	10	23%	27%	18%	*	*	*	*
Science	5	Reed	ES 7	At-Risk	107	71	66%	70%	41%	27	25%	29%	13%	8	7%	12%	8%
Science	5	Reed	ES 7	SPED	18	8	44%	50%	19%	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

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

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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