

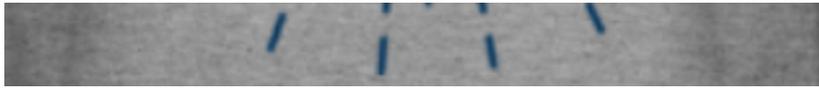
# Cypress-Fairbanks Independent School District

## Sheridan Elementary School

2023-2024

Accountability Rating: B





# Mission Statement

Sheridan will:

«Maintain high expectations and promote academic excellence for all.

«Create an environment in which all students and adults feel welcomed, respected, trusted, and engaged.

«Create an environment where we learn together and support each other.

«Foster a positive school climate of a caring community which respects and values diversity.

## Vision

We believe all students can learn to their fullest capacity.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Sheridan Elementary is a campus in Katy, Texas. Sheridan Elementary opened its doors in 1992. Sheridan is projected to serve 958 students in grades Pre-Kindergarten - 5th grades during the 2023-2024 school year, which is a decrease from the previous year of 1,348.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

#### Math:

- Strengths
  - 3rd grade Bil outperformed the district by 17%
  - 4th grade white students performed above cluster
  - 5th grade EB 3% below the district average and above the cluster

#### Areas to Grow

- 3rd grade SPED in math 19% below district average
- 3rd grade white 33% below district average
- 4th grade EB 14% below district average
- SPED 16% below district average
- 5th grade SPED 17% district average

Lack of classroom instruction alignment. Lack of teacher content knowledge. Teachers do not have the understanding how to implement a more rigorous curriculum.

## Reading

- Strengths
  - 3rd grade EB 16% above district average
  - 3rd grade SPED 4% about district average
  - Hispanic 9% above district average
  - 4th grade - 6% above district average in ED
  - Hispanic 5% above district average
  - 5th grade Hispanic 8% above district average
  - 5th grade ED 7% above district average
- Areas to Grow
  - 3rd grade White was 10% below district average
  - 4th grade SPED 5% below district average
  - 4th grade White 14% below district average
  - 5th grade White 12% below district average

ECR writing - new content knowledge. Learning curve for staff - Teachers are not comfortable with this and lack the knowledge to teach students in ECR writing.

## Science

- Areas to grow
  - SPED - 7% below district average

Lack of explicit vocabulary instruction. Differentiation instruction for SPED.

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on September 25th and again on November 14th to develop and finalize the CNA. The meetings were held in the Library at 4:45.

At the meeting on September 25th the CPOC team analyzed STAAR testing data to determine areas of needs as well as to determine areas of strengths.

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

# Student Achievement

## Student Achievement Strengths

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

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: 3rd grade White was 10% below district average 4th grade SPED 5% below district average 4th grade White 14% below district average 5th grade White 12% below district average **Root Cause:** RLA: ECR writing - new content knowledge. Learning curve for staff - Teachers are not comfortable with this and lack the knowledge to teach students in ECR writing.

**Problem Statement 2:** Math: 3rd grade SPED in math 19% below district average 3rd grade white 33% below district average 4th grade EB 14% below district average SPED 16% below district average 5th grade SPED 17% district average **Root Cause:** Math: Lack of classroom instruction alignment. Lack of teacher content knowledge. Teachers do not have the understanding how to implement a more rigorous curriculum.

**Problem Statement 3:** Science: SPED - 7% below district average **Root Cause:** Science: Teachers struggle to know how to explicitly teach content vocabulary. Teachers are not Differentiating instruction for SPED students. Hands on experiences are not being used enough in grades 2 - 5.

**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.

**Problem Statement 6:** 2023 Identification of Schools for Improvement - Additional Targeted Support and Improvement: The white student group missed the Closing the Gaps Domain targets in Academic Achievement Status (Math), Academic Growth Status (Math) and Student Success Status for 2019, 2022, and 2023. The overall scaled score for the white group was below the bottom 5% of the white students across the state.

## **School Culture and Climate**

### **School Culture and Climate Strengths**

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

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

## **Parent and Community Engagement**

### **Parent and Community Engagement Strengths**

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

# 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><b>Strategy 1: RLA:</b> 1st grade and 2nd grade reading interventionists will push into classrooms to grow our young readers using the new SIPPS program and Flyleaf decodable readers.</p> <p>The Language Arts Instructional Specialist will help teachers unpack the reading, language and vocabulary teaching points in our new HMH curriculum.</p> <p>We will hold mCLASS trainings along with professional development for K-5 teachers to promote teacher knowledge about how to use mCLASS data to guide instruction and group students to increase student phonics knowledge and reading comprehension.</p> <p>We will analyze 3-5 extended constructive responses from 2023 STAAR in order to better understand our strengths and weaknesses in the writing process.</p> <p>We will purchase student book bags K-3 to use during reading time to organize student reading materials. We will provide each student K-2 with take-home reading envelopes to hold decodable readers to promote reading at home.</p> <p>Students will attend STAAR reading camps in 3-5 and weekly tutoring in 1st-5th. Parents will be encouraged to participate in parent academies including Primary Literacy Night to learn strategies to support their children at home.</p> <p>We will have weekly collaborative planning with each grade level based on rigor and relevance.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students making "growth" on MAP will increase.</p> <p>Walkthroughs: Principal, Assistant Principals and Instructional Specialists will look for evidence of planned, daily small groups and academic conversations with students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Math instructional specialists will visit classrooms to make sure strategies discussed during collaborative planning sessions are being implemented. We will encourage teachers to attend district professional development to improve teacher capacity in math content, use of manipulatives, and academic vocabulary. During collaborative planning we will coach teachers on how to implement blended learning and create purposeful small groups in their classrooms. We will increase the rigor and relevance in classrooms by having data-driven planning to support students' academic growth. As a campus we will offer STAAR camps in 3rd-5th and promote tutoring for students in 1st-5th. We will encourage parents to attend STEAM night and Parent Academies to support their child at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students making "growth" on MAP will increase.</p> <p>Walkthroughs: Principal, Assistant Principals and Instructional Specialists will look for evidence of planned, daily small groups and academic conversations with students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Teachers and Instructional Specialist will plan and implement a variety of hands-on learning opportunities in order to build academic vocabulary, science content knowledge, and real life application of science concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will focus on vocabulary and utilize interactive word walls in classrooms. Teachers will have focused planning time to discuss best practices for science lessons to engage students and carry out lesson plans as written. In planning teachers will focus on improving questioning techniques in order for students to increase their science knowledge. Students will show their thinking on scratch paper for practice questions and assessments.</p> <p>Tutoring, STEAM night, and Science STAAR camps will also support our goals. K-5 will attend science based field trips to experience real life experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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: focused small group instruction, and push in support from interventionists and ISs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6: Well-Rounded Education:</b> Students will be provided the opportunity to participate in social character building through Bringing Out your Best/Character Education Program, and Sanford Harmony.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: At-Risk:</b> 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><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>1. Salaries: Interventionist will assist 1st grade students in reaching their reading goals. Undetermined classroom paras will assist classroom teachers so that students will meet their instructional goals.</p> <p>2. Extra Duty: 1st - 5th grade teachers will tutor students, focusing on the students groups listed above so that they (students) meet or exceed their instructional goals.</p> <p>3. Contracted Services: Hands-on Science enrichment experiences through virtual learning with the Garden Lady.</p> <p>4. Instructional Supplies: Sheridan will purchase decodable texts for classrooms, online educational resources to enrich the curriculum, printer ink to support teachers' materials in the classroom, Science consumables to enrich the science curriculum to support hands-on labs, math manipulatives to supplement curriculum to support hands-on math concepts, tutoring snacks, and any additional supplies to help students reach their expected targets on the CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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><b>Strategy 1:</b> Before/After School Program: Before and After school tutoring and after school camps - Increasing the instructional time through high dose tutoring; instructional supplies and long range planning for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase the number of students in ELA and in Math in 2nd - 5th grades by 80% to meet the end of year standard expectations by the end of the 23-24 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Staffing: Core Content Area Interventionist in ELA will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in 1st &amp; 2nd graders meeting end of year ELAR expectations will increase by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> To increase teacher content knowledge through Professional Development.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase the number of students meeting end of year grade level standards by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	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		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	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 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 4: 2023 Identification of Schools for Improvement - Additional Targeted Support and Improvement:** By the end of the current school year, the campus will meet the Closing the Gaps targets for the white student group in the following areas: Academic Achievement Status (Math), Academic Growth Status (Math) and Student Success Status for 2019, 2022, and 2023.

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Math:	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 2 Details	Formative Reviews		
Strategy 2: Math:	Formative		
	Nov	Feb	May
	N/A	N/A	N/A
<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 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:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: Staff will be trained on safety procedures and protocols during before school staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will appropriately respond to safety drills and actions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct Weekly Door Sweeps throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus door sweeps will be conducted and documented weekly. Any observed issues will be addressed with appropriate personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	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 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><b>Strategy 1: Violence Prevention:</b> 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. The PBIS Committee will address behaviors, including any violent incidents on campus, and will reference the CFISD Report on Violence and Violence Prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior Interventionist, PBIS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS strategies will be implemented campus wide, including the use of the PBIS Rewards app to ensure that students can be positively rewarded for appropriate behaviors. A campus Spirit Store will be available for students to "buy" tangible reward with their PBIS points.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PBIS Committee, Teachers, Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Increase staff appreciation activities to monthly events.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%.  <b>Staff Responsible for Monitoring:</b> Principal, APs</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><b>Strategy 1:</b> High-Quality Professional Development to build teachers' content knowledge including implementation of small groups, increased rigorous teaching practices, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 10%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: We will provide materials to our families so that they have access to academic resources at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%. Parent Involvement activities include, Parent Academies- Fall and Spring event, Primary Literacy Night - Fall event, Book Bus event - Fall and Spring event, Family STEAM Night - Spring event, Science Fair - Spring event, and We are the World cultural event. Extra duty pay for teachers to attend will be provided in order to support students in reaching their target on the CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

Committee Role	Name	Position
Parent	Francisco Alvarado	Parent
Parent	Holly Burton	Parent
District Representative	Stacie Wicke	District Representative
Paraprofessional #1	Anna Cazares	Paraprofessional
Campus Secretary	Kimberly Chapman	Campus Secretary
Classroom Teacher	Miguel Labrada	Fifth Grade Teacher
Classroom Teacher	Latoya Fields	Fourth Grade Teacher
Classroom Teacher	Cassandra Velazquez	Third Grade Teacher
Classroom Teacher	Regina Breland	Second Grade Teacher
Classroom Teacher	Rebecca Land	First Grade Teacher
Classroom Teacher	Crystal Vallesteros	Kindergarten Teacher
Classroom Teacher	Mara Kennard	PK Teacher
Teacher #2	Philippa McCormick	Large Group Teacher
Teacher #1	Ashley Garrett	Behavior Interventionist
Librarian	Karen Lee	Librarian
Other School Leader (Nonteaching Professional) #4	Tegan Ogilvie	Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Jennifer Gallier	Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Tracy Ferguson	Instructional Specialist
Other School Leader (Nonteaching Professional) #1	Sulma Arriaza	Instructional Specialist
Administrator (LEA) #2	Kristie Bernal	Counselor
Administrator (LEA) #1	Shirleyria Hughes	Counselor
Administrator	Jessica Jahn	Assistant Principal
Administrator	Mindy Hidalgo	Assistant Principal
Principal	Rene McIntyre	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	Sheridan	ES 6	All	218	135	62%	75%	58%	72	33%	45%	24%	21	10%	30%	7%		
Math	3	Sheridan	ES 6	Hispanic	94	65	69%	75%	59%	32	34%	45%	20%	6	6%	30%	*		
Math	3	Sheridan	ES 6	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Sheridan	ES 6	Asian	12	12	100%	100%	88%	6	50%	55%	63%	*	*	*	*		
Math	3	Sheridan	ES 6	African Am.	81	39	48%	75%	44%	22	27%	45%	11%	7	9%	30%	*		
Math	3	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Sheridan	ES 6	White	20	11	55%	75%	83%	8	40%	45%	67%	*	*	*	*		
Math	3	Sheridan	ES 6	Two or More	9	6	67%	75%	*	*	*	*	*	*	*	*	*		
Math	3	Sheridan	ES 6	Eco. Dis.	169	100	59%	75%	55%	50	30%	45%	22%	15	9%	30%	7%		
Math	3	Sheridan	ES 6	Emergent Bilingual	59	48	81%	86%	48%	27	46%	51%	15%	10	17%	30%	*		
Math	3	Sheridan	ES 6	At-Risk	116	69	59%	75%	50%	36	31%	45%	20%	11	9%	30%	*		
Math	3	Sheridan	ES 6	SPED	30	8	27%	75%	*	6	20%	45%	*	*	*	*	*		
Math	4	Sheridan	ES 6	All	181	105	58%	75%	52%	54	30%	45%	28%	17	9%	30%	9%		
Math	4	Sheridan	ES 6	Hispanic	83	50	60%	75%	44%	26	31%	45%	23%	10	12%	30%	*		
Math	4	Sheridan	ES 6	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Sheridan	ES 6	Asian	6	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Sheridan	ES 6	African Am.	71	36	51%	75%	53%	17	24%	45%	31%	5	7%	30%	13%		
Math	4	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Sheridan	ES 6	White	12	10	83%	88%	69%	5	42%	45%	38%	*	*	*	*		
Math	4	Sheridan	ES 6	Two or More	6	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Sheridan	ES 6	Eco. Dis.	141	83	59%	75%	52%	39	28%	45%	28%	14	10%	30%	8%		
Math	4	Sheridan	ES 6	Emergent Bilingual	31	13	42%	75%	50%	*	*	*	28%	*	*	*	*		
Math	4	Sheridan	ES 6	At-Risk	105	49	47%	75%	36%	22	21%	45%	17%	7	7%	30%	*		
Math	4	Sheridan	ES 6	SPED	26	6	23%	75%	33%	*	*	*	24%	*	*	*	*		
Math	5	Sheridan	ES 6	All	201	140	70%	75%	53%	70	35%	45%	29%	22	11%	30%	7%		
Math	5	Sheridan	ES 6	Hispanic	104	76	73%	78%	54%	42	40%	45%	31%	14	13%	30%	*		
Math	5	Sheridan	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Sheridan	ES 6	Asian	7	6	86%	91%	*	*	*	*	*	*	*	*	*		
Math	5	Sheridan	ES 6	African Am.	66	40	61%	75%	43%	13	20%	45%	19%	*	*	*	*		
Math	5	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Sheridan	ES 6	White	20	16	80%	85%	89%	10	50%	55%	67%	5	25%	30%	*		
Math	5	Sheridan	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Sheridan	ES 6	Eco. Dis.	147	100	68%	75%	50%	49	33%	45%	27%	16	11%	30%	6%		
Math	5	Sheridan	ES 6	Emergent Bilingual	54	36	67%	75%	41%	17	31%	45%	22%	*	*	*	*		
Math	5	Sheridan	ES 6	At-Risk	125	79	63%	75%	40%	34	27%	45%	17%	5	4%	30%	*		

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	Sheridan	ES 6	SPED	31	12	39%	75%	33%	7	23%	45%	*	*	*	*	*	
Reading	3	Sheridan	ES 6	All	218	168	77%	82%	73%	111	51%	56%	49%	45	21%	30%	26%	
Reading	3	Sheridan	ES 6	Hispanic	94	79	84%	89%	76%	56	60%	65%	44%	19	20%	30%	23%	
Reading	3	Sheridan	ES 6	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	3	Sheridan	ES 6	Asian	12	10	83%	88%	100%	8	67%	72%	88%	*	*	*	63%	
Reading	3	Sheridan	ES 6	African Am.	81	55	68%	75%	61%	33	41%	45%	48%	16	20%	30%	18%	
Reading	3	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	3	Sheridan	ES 6	White	20	16	80%	85%	83%	7	35%	45%	58%	*	*	*	42%	
Reading	3	Sheridan	ES 6	Two or More	9	6	67%	75%	*	5	56%	61%	*	*	*	*	*	
Reading	3	Sheridan	ES 6	Eco. Dis.	169	123	73%	78%	72%	80	47%	52%	42%	34	20%	30%	22%	
Reading	3	Sheridan	ES 6	Emergent Bilingual	59	48	81%	86%	67%	33	56%	61%	36%	12	20%	30%	*	
Reading	3	Sheridan	ES 6	At-Risk	116	79	68%	75%	61%	45	39%	45%	41%	15	13%	30%	22%	
Reading	3	Sheridan	ES 6	SPED	30	16	53%	75%	35%	8	27%	45%	*	*	*	*	*	
Reading	4	Sheridan	ES 6	All	180	140	78%	85%	83%	69	38%	45%	43%	26	14%	30%	18%	
Reading	4	Sheridan	ES 6	Hispanic	82	65	79%	85%	86%	35	43%	45%	38%	14	17%	30%	9%	
Reading	4	Sheridan	ES 6	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	4	Sheridan	ES 6	Asian	6	6	100%	100%	100%	*	*	*	*	*	*	*	*	
Reading	4	Sheridan	ES 6	African Am.	71	53	75%	80%	78%	21	30%	45%	42%	7	10%	30%	24%	
Reading	4	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	4	Sheridan	ES 6	White	12	9	75%	80%	85%	7	58%	63%	62%	*	*	*	*	
Reading	4	Sheridan	ES 6	Two or More	6	5	83%	88%	83%	*	*	*	*	*	*	*	*	
Reading	4	Sheridan	ES 6	Eco. Dis.	140	108	77%	82%	83%	48	34%	45%	40%	17	12%	30%	16%	
Reading	4	Sheridan	ES 6	Emergent Bilingual	31	20	65%	75%	81%	8	26%	45%	34%	*	*	*	*	
Reading	4	Sheridan	ES 6	At-Risk	105	74	70%	75%	77%	26	25%	45%	30%	10	10%	30%	10%	
Reading	4	Sheridan	ES 6	SPED	26	11	42%	70%	62%	*	*	*	*	*	*	*	*	
Reading	5	Sheridan	ES 6	All	204	169	83%	88%	73%	119	58%	63%	47%	61	30%	35%	20%	
Reading	5	Sheridan	ES 6	Hispanic	106	94	89%	94%	75%	69	65%	70%	47%	34	32%	37%	21%	
Reading	5	Sheridan	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	5	Sheridan	ES 6	Asian	7	6	86%	90%	*	6	86%	91%	*	*	*	*	*	
Reading	5	Sheridan	ES 6	African Am.	67	50	75%	80%	66%	31	46%	51%	41%	16	24%	30%	18%	
Reading	5	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	5	Sheridan	ES 6	White	20	16	80%	85%	100%	12	60%	65%	78%	8	40%	45%	*	
Reading	5	Sheridan	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	5	Sheridan	ES 6	Eco. Dis.	149	126	85%	90%	71%	87	58%	63%	43%	45	30%	35%	16%	
Reading	5	Sheridan	ES 6	Emergent Bilingual	55	46	84%	89%	67%	31	56%	61%	44%	11	20%	30%	*	

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	Sheridan	ES 6	At-Risk	127	100	79%	84%	65%	65	51%	56%	36%	31	24%	30%	11%
Reading	5	Sheridan	ES 6	SPED	31	15	48%	75%	39%	7	23%	45%	26%	*	*	*	*
Science	5	Sheridan	ES 6	All	202	129	64%	75%	50%	64	32%	45%	16%	25	12%	30%	4%
Science	5	Sheridan	ES 6	Hispanic	106	69	65%	75%	47%	40	38%	45%	19%	16	15%	30%	*
Science	5	Sheridan	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	ES 6	Asian	7	5	71%	76%	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	ES 6	African Am.	66	37	56%	75%	42%	13	20%	45%	12%	5	8%	30%	*
Science	5	Sheridan	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	ES 6	White	19	16	84%	89%	89%	9	47%	52%	*	*	*	*	*
Science	5	Sheridan	ES 6	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	ES 6	Eco. Dis.	148	93	63%	75%	49%	44	30%	45%	16%	18	12%	30%	*
Science	5	Sheridan	ES 6	Emergent Bilingual	55	31	56%	75%	44%	15	27%	45%	*	*	*	*	*
Science	5	Sheridan	ES 6	At-Risk	125	71	57%	75%	37%	31	25%	45%	9%	12	10%	30%	*
Science	5	Sheridan	ES 6	SPED	31	11	35%	75%	38%	6	19%	45%	*	*	*	*	*

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

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

## Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge 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 2<sup>nd</sup>-5<sup>th</sup> 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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.