

Cypress-Fairbanks Independent School District

Tipps Elementary School

2023-2024

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Mission Statement

Our mission is to increase academic achievement for students at Tipps Elementary by providing engaging and differentiated instruction, interventions, tutoring and social emotional support to our students.

Vision

Tipps Elementary exist so 100% of our students will meet or exceed grade level and or programming expectations.

Table of Contents

Comprehensive Needs Assessment 4

 Needs Assessment Overview 4

 Student Achievement 6

 School Culture and Climate 8

 Staff Quality, Recruitment, and Retention 9

 Parent and Community Engagement 10

Goals 11

 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. 11

 Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 16

 Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 19

 Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 21

Addendums 22

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A School-wide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Our CPOC committee reviewed our end of year data in May to begin the process of developing our needs assessment. Our CPOC met in September to review the previous year's CIP and the progress made toward our goals. We analyzed many forms of data and feedback. After review of our progress and challenges, we met again in September to determine the most effective strategies we needed to implement as a team to meet the needs of each student we serve.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 18th, 2023 and September 18, 2023.

In summary, the comprehensive needs assessment denotes the following: Once completing the comprehensive needs assessment we determined that we needed to focus on vertical alignment of grade levels and content areas, continue to provide learning opportunities for our students that focus on vocabulary development, provide rigorous small group learning experiences that support the development of problem-solving skills and critical thinking. We will maintain a focus on developing the strong foundation in number sense and literacy while also providing experiences for daily critical writing in all content areas.

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

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 18, 2023 and September 18, 2023 to develop the CNA and the strategies. Those meetings were held in an In-Person setting starting at 4:00 pm. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: reviewed the end of year and STAAR data and we determined our area of focus and whether or not the current strategies should be continued.

Based on feedback from the committee, the campus has the following priorities for the current school year: Offer professional development for staff focusing on effective small group instruction, implementation of vertical alignment planning sessions across grade levels, and provide consistent strategies daily to ensure student success and strengthen students' vocabulary.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC

Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A School-wide Program Element 3: Annual Evaluation of the School-wide Program Plan

The third required element of a Title I School-wide Program is annually evaluating the school-wide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the school-wide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

STAAR Reading data:

74% of All 5th grade students are at Approaches or higher, 86% of White 5th grade students are at Approaches or higher, 75% of Economically Disadvantaged 5th grade students are at Approaches or higher. 70% of At- Risk 5th grade students are at Approaches or higher.

77% of 4th Grade African American students are at Approaches or higher.

STAAR Math data:

75% of All 5th grade students are at Approaches or higher, 72% of Hispanic 5th grade students are at Approaches or higher, 77% of African American 5th grade students are at Approaches or higher. 75% of Economically Disadvantaged 5th grade students are at Approaches or higher.

80% of 3rd grade White students are at Approaches or higher.

STAAR Science data:

57% of Hispanic students are at Approaches or higher, 53% of African American students are at Approaches or higher, 56% of At- Risk students at Approaches or higher.

TELPAS data:

53% of our students met the Telpas progress expectation.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: In reading, our 3rd and 4th grade students are not performing as well as the 5th grade students. **Root Cause:** RLA: In reading, we need to provide opportunities for vertical alignment across all grade levels in an effort to develop consistency and build academic rigor.

Problem Statement 2: Writing: Our LEP student population consistently performs below grade level standard. **Root Cause:** Writing: Not all staff are consistently building student confidence and developing student interest and effort in writing.

Problem Statement 3: Math: Last year, 3th and 4th grade did not progress as well as 5th grade in math. **Root Cause:** Math: We have high turnover on our campus. As a campus, we need to onboard new teachers faster and give them the skills and strategies to implement the math instructional practices successfully.

Problem Statement 4: Science: Our 5th grade students did not progress in science from last year to this year. **Root Cause:** Science: We need to provide teachers the strategies to help students read, analyze, and process through the scientific information and graphic organizers in the current science curriculum.

Problem Statement 5: 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 6: 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

Our focus on student leadership and student safety was addressed through the use of PBIS Strategies: ROAR Matrices, use of character development using our PBIS lessons; and implementation of safety protocols that included all crisis drills.

School Culture and Climate Strengths

Attendance

Our current practices are a strength, and we will add additional strategies to improve our attendance. The campus believes the monthly competitions between the teams support attendance. The team that has the fewest absences and tardies earns points for their team. The teams earn points on a variety of things and at the end of four weeks, the team with the most points earns a pep rally. The campus is offering an initiative sponsored by our donors where we give away one bicycle each month for a school-wide drawing for those students who have had perfect attendance for the month. The campus will address perfect attendance by celebrating all students who have perfect attendance every nine weeks by having a Perfect Attendance party where they get a treat and a prize.

Restorative Discipline

After reviewing our data the campus believes our strengths include the low number of office referrals. In addition, the campus believes our strengths include the programs that we continue to implement which are listed below.

- Positive Behavior Intervention System
- Project Safety Lessons
- Guidance Lessons

Campus Safety

After reviewing our data, the campus believes that our strengths include the programs that we implement for restorative discipline because reduced discipline supports campus safety. In addition, the campus believes that providing powerpoints created through the PBIS leadership team and practicing the safety drills supports campus safety. The campus also sends home letters, newsletters, and information to families so that they are able to support campus and district procedures for campus safety for all.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Campus culture and student learning is impacted by frequent absences due to travel, tardiness and students leaving early. **Root Cause:** School Culture and Climate: Our staff has not effectively communicated the impact of missed instruction on campus culture and student learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Attendance: The campus provides staff development on the importance of regular staff attendance and the positive effects on student learning. The campus has a culture of high expectations for all, which motivates staff members to monitor their attendance. In addition, the campus acknowledges staff members every nine weeks through various rewards such as a celebration cart with a drink and a treat, an announcement in our weekly newsletter, or a written note.

Staff Quality: The campus believes first instruction is the best instruction for our students and works to ensure that planning times with instructional specialists are not missed as much as possible. IEPs, staffings, and other meetings are scheduled as much as possible on days where teachers do not have to miss planning. Extended planning is provided as needed, which based on teacher surveys, is the number one request for Title 1 funds to be spent so that the teachers have an even deeper understanding of the content. Every nine weeks, a name is drawn for any staff member that has attended district staff development, and lunch is provided to that person by the principal. The campus has a culture of sharing and working together, which supports staff quality and student learning. Campus funds were used to celebrate each month through a variety of activities and special meals. Collaborative coaching is utilized to help grow teacher capacity.

Recruitment and Retention: The campus utilizes Title 1 funds to support recruitment and retention by providing: tubs with manipulatives, books, and other hands-on materials consumable materials such as anchor charts, markers, sticky notes, etc. extended planning days research-based computer programs to support academics payment for before/after school tutoring, academic camps, and after-school data digs. In addition, according to staff feedback providing a structured environment with high expectations for all and providing ongoing support, is another reason our campus is able to retain highly qualified staff. Opportunities for developing leadership skills and career growth are also part of our ability to retain HQ staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our staff attendance is consistently lower than our staff attendance percentage prior to the pandemic. **Root Cause:** Teacher/Paraprofessional Attendance: Our staff is frequently absent due to health reasons and teacher burnout.

Parent and Community Engagement

Parent and Community Engagement Strengths

One of our goals from the previous year was to focus on increasing parent involvement through a variety of activities during the year. Our Concerts and Curriculum nights were heavily attended by parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Our parental engagement is lower in the upper grades compared to the parental engagement in primary grades. **Root Cause:** Parent and Community Engagement: Our PAFE opportunities were oriented toward primary grade levels. We did not provide an efficient amount of opportunities that were appealing to the family members of upper grade students.







Goals


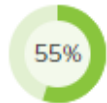










Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








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 Reading, Writing, Math and Science results

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: All RLA teachers will plan and implement specific vocabulary strategies to support all students' learning, with a focus on vertical alignment. During planning teachers will determine what words to teach through various activities and determine when to teach vocabulary. Structured vocabulary time, read alouds, guided reading, shared reading, and oral language development. Strategies and materials from SPARC, Lead4Ward, Fountas & Pinnell, Neuhaus, StarFall, Marzano Vocabulary, Vocabulary.com along with other campus-created activities.</p> <p>The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of Fundamental Five feedback, and CF-TESS</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialist (ELAR), Primary Specialist, Assistant Principals, Principal - Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: All math teachers will focus on math fluency through discussion and vocabulary instruction through oral language development, for all students, with a focus on African American and SPED students. Teachers will target most-commonly used words, and content-specific vocabulary utilizing district lessons, Lead4ward activities, Reflex Math technology program from Explore learning, and campus created activities.</p> <p>The Instructional Leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of Fundamental 5 feedback, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	May
			














Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: All Science teachers will teach all students, with a focus on African American and Emergent Bilingual students. Teachers will provide instruction in targeted vocabulary through daily vocabulary time, along with additional vocabulary instruction provided twice a week by a HQ paraprofessional utilizing picture cards, SPARC activities, Lead4ward activities, and district and campus-created activities.</p> <p>The Instructional Leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, data review, implementation of Fundamental Five feedback/strategies, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Science Specialist, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Small group instruction and dedicated practice using digital and hands on strategies as directed by the classroom teacher, interventionist, or instructional paraprofessional.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Step Team, Chess Club, Flag Football, Tigers Achieving Power and Art Club</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Staff sponsors, Assistant Principals</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, African American, SPED, and Hispanic 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: 1. Professional Development - The leadership team, teaching staff and para-professionals will attend professional development locally to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms which will assist in meeting the goal as specified in the campus CIP.</p> <p>2. Flocabulary, and BrainPop Subscriptions will be utilized as additional intervention tools at school or at home to assist in meeting or exceeding instructional targets.</p> <p>3. Temporary Workers - Temporary workers will work with students performing interventions to assist in meeting or exceeding instructional targets.</p> <p>4. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension to meet or exceed instructional targets.</p> <p>5. Technology Supportive Tools - Monitors, laptop stands and other instructional technology tools to support the instructional environment for teachers.</p> <p>6. Literacy Library - We will maintain our literacy library to support guided reading and strategy groups in the classroom.</p> <p>7. Testing Strategies - Provide support with testing to ensure student success.</p> <p>8. Replenish books in the book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will conduct before and after school tutorials to fill in the gaps. Strategy's Expected Result/Impact: Students who have failed the STAAR test as well as the beginning of the year District progress monitoring will be invited to six weeks of tutorials to address learning loss resulting in 85% of the students seeing growth on their January District Progress Monitoring. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Provide professional development to assist teachers in closing the achievement gap created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached data table. Staff Responsible for Monitoring: Principal	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 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		
Strategy 1: State Compensatory Education: Provide additional academic support for at-risk students by providing additional supplies for before and after school tutorials. Strategy's Expected Result/Impact: Meet or exceed STAAR 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: By the end of the current school year, our campus will demonstrate safe practices of behavior by following the PBIS Matrices for Responsible, Ownership, Always Safe, Respectful behaviors of all students at a 90% or better rate of completion.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: By the end of the current school year, our campus will demonstrate safe practices of behavior by following the PBIS Matrices for Responsible, Ownership, Always Safe, Respectful behaviors of all students at a 90% or better rate of completion. Strategy's Expected Result/Impact: Staff and students will learn, practice and apply ROAR expectations in all settings at school. These practices will result in a decrease of office referrals by 10%. Staff Responsible for Monitoring: PBIS Leadership Team, Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Safety: Recognize and promote safe practices involving drugs and alcohol in the community. Highlight strategies that will keep students safe during Red Ribbon Week and all year long through Project Safety Lessons. Strategy's Expected Result/Impact: Students will develop healthy habits and stay safe by understanding and using ways to stay drug and alcohol free. Students will be an advocate for others in dangerous situations. Staff Responsible for Monitoring: Counselors, Assistant Principals, Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: EOP Campus Representative, Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  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 2: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: By the end of the current school year, student attendance will be at 96% or higher.

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Students will be recognized for perfect attendance monthly. Strategy's Expected Result/Impact: Staff will contact students who are absent for 3 or more days to determine reason for absence. Student attendance will remain at or exceed 96%. Staff Responsible for Monitoring: Homeroom Teachers, Registrar, 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 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Next Year's Recommendation: The campus will train staff to use restorative discipline practices.

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. Our students will participate in a variety of activities that will foster a positive culture of acceptance and accountability. Activities will include Cy-Fair Sam presentations, PBIS Matrix implementation, and character development counselor presentations. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principal	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. By the end of the current school year, campus staff will implement the PBIS practices 95% of the time. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals	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: Some progress made toward meeting Objective

Next Year's Recommendation: Continue student attendance incentives, increase staff recognition.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for perfect attendance monthly special treats such as teacher school supplies and or snacks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher/Paraprofessional Retention activities to promote a culture of teamwork and celebration. Strategy's Expected Result/Impact: Each month, the campus staff will be celebrated through small school gifts, special snacks, catered meals and other incentives to celebrate their work. We will implement team builders throughout the school year. Staff Responsible for Monitoring: Principal, Administrative Team, Campus Secretary	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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with current plan of encouraging, seeking, and providing ongoing professional development opportunities for staff.








Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will participate in PBIS Program to support classroom management. Strategy's Expected Result/Impact: Teachers will implement and demonstrate evidence of Behavior Expectations of all students throughout the school year at 85% success rate as measured by office referrals. Staff Responsible for Monitoring: PBIS Leadership Team, Assistant Principals	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% 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 25%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will provide two curriculum nights to ensure parents understand how to support their students at home. We will provide at home resources for parents to use with their students to decrease learning gaps. Strategy's Expected Result/Impact: Parent and family engagement events will have half of the parents participating. Staff Responsible for Monitoring: Classroom Teachers, Principal	Formative		
	Nov	Feb	May
	 50%	 90%	 100%
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

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	Tipps	ES 9	All	160	83	52%	75%	63%	33	21%	50%	25%	10	6%	25%	6%
Math	3	Tipps	ES 9	Hispanic	108	53	49%	75%	60%	21	19%	50%	22%	7	6%	25%	5%
Math	3	Tipps	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Tipps	ES 9	Asian	6	5	83%	85%	100%	*	*	*	67%	*	*	*	*
Math	3	Tipps	ES 9	African Am.	40	21	53%	75%	60%	6	15%	50%	24%	*	*	*	*
Math	3	Tipps	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Tipps	ES 9	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Tipps	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Tipps	ES 9	Eco. Dis.	138	70	51%	75%	62%	27	20%	50%	26%	6	4%	25%	6%
Math	3	Tipps	ES 9	Emergent Bilingual	64	30	47%	75%	55%	13	20%	50%	19%	*	*	*	*
Math	3	Tipps	ES 9	At-Risk	107	50	47%	75%	57%	17	16%	50%	22%	*	*	*	7%
Math	3	Tipps	ES 9	SPED	12	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Tipps	ES 9	All	156	79	51%	75%	57%	34	22%	50%	34%	9	6%	25%	15%
Math	4	Tipps	ES 9	Hispanic	111	51	46%	75%	54%	21	19%	50%	30%	*	*	*	13%
Math	4	Tipps	ES 9	Am. Indian	6	6	100%	100%	*	*	*	*	*	*	*	*	*
Math	4	Tipps	ES 9	Asian	7	5	71%	75%	100%	*	*	*	100%	*	*	*	*
Math	4	Tipps	ES 9	African Am.	26	15	58%	75%	60%	7	27%	50%	27%	*	*	*	*
Math	4	Tipps	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Tipps	ES 9	White	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Tipps	ES 9	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Tipps	ES 9	Eco. Dis.	140	68	49%	75%	56%	28	20%	50%	31%	6	4%	25%	13%
Math	4	Tipps	ES 9	Emergent Bilingual	68	20	29%	75%	56%	7	10%	50%	34%	*	*	*	14%
Math	4	Tipps	ES 9	At-Risk	119	54	45%	75%	52%	19	16%	50%	27%	*	*	*	13%
Math	4	Tipps	ES 9	SPED	13	*	*	*	29%	*	*	*	*	*	*	*	*
Math	5	Tipps	ES 9	All	136	102	75%	80%	59%	51	38%	50%	30%	17	13%	25%	10%
Math	5	Tipps	ES 9	Hispanic	87	63	72%	77%	55%	30	34%	50%	28%	9	10%	25%	7%
Math	5	Tipps	ES 9	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Tipps	ES 9	Asian	6	6	100%	100%	100%	5	83%	93%	71%	*	*	*	*
Math	5	Tipps	ES 9	African Am.	30	23	77%	82%	67%	11	37%	50%	33%	*	*	*	*
Math	5	Tipps	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Tipps	ES 9	White	7	5	71%	76%	*	*	*	*	*	*	*	*	*
Math	5	Tipps	ES 9	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Tipps	ES 9	Eco. Dis.	112	84	75%	80%	57%	39	35%	50%	30%	13	12%	25%	8%
Math	5	Tipps	ES 9	Emergent Bilingual	57	35	61%	75%	56%	12	21%	50%	21%	*	*	*	8%
Math	5	Tipps	ES 9	At-Risk	98	70	71%	76%	54%	32	33%	50%	26%	11	11%	25%	7%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: 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	Tipps	ES 9	SPED	9	5	56%	75%	*	*	*	*	*	*	*	*	*
Reading	3	Tipps	ES 9	All	163	93	57%	75%	58%	50	31%	50%	36%	14	9%	25%	15%
Reading	3	Tipps	ES 9	Hispanic	109	61	56%	75%	52%	34	31%	50%	30%	11	10%	25%	13%
Reading	3	Tipps	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Tipps	ES 9	Asian	6	6	100%	100%	89%	*	*	*	89%	*	*	*	*
Reading	3	Tipps	ES 9	African Am.	41	23	56%	75%	68%	11	27%	50%	36%	*	*	*	*
Reading	3	Tipps	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Tipps	ES 9	White	6	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Tipps	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Tipps	ES 9	Eco. Dis.	141	79	56%	75%	56%	40	28%	50%	33%	11	8%	25%	14%
Reading	3	Tipps	ES 9	Emergent Bilingual	65	34	52%	75%	41%	18	28%	50%	23%	7	11%	25%	8%
Reading	3	Tipps	ES 9	At-Risk	109	53	49%	75%	48%	27	25%	50%	27%	8	7%	25%	14%
Reading	3	Tipps	ES 9	SPED	13	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Tipps	ES 9	All	156	93	60%	75%	70%	40	26%	50%	39%	13	8%	25%	13%
Reading	4	Tipps	ES 9	Hispanic	111	57	51%	75%	68%	23	21%	50%	36%	6	5%	25%	13%
Reading	4	Tipps	ES 9	Am. Indian	6	6	100%	100%	*	*	*	*	*	*	*	*	*
Reading	4	Tipps	ES 9	Asian	7	7	100%	100%	100%	5	71%	81%	83%	*	*	*	*
Reading	4	Tipps	ES 9	African Am.	26	20	77%	82%	77%	8	31%	50%	40%	*	*	*	*
Reading	4	Tipps	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Tipps	ES 9	White	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Tipps	ES 9	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Tipps	ES 9	Eco. Dis.	140	80	57%	75%	69%	32	23%	50%	38%	8	6%	25%	12%
Reading	4	Tipps	ES 9	Emergent Bilingual	68	29	43%	75%	64%	6	9%	50%	30%	*	*	*	11%
Reading	4	Tipps	ES 9	At-Risk	119	65	55%	75%	65%	23	19%	50%	30%	5	4%	25%	9%
Reading	4	Tipps	ES 9	SPED	13	6	46%	75%	29%	*	*	*	*	*	*	*	*
Reading	5	Tipps	ES 9	All	136	101	74%	80%	60%	75	55%	65%	38%	38	28%	38%	15%
Reading	5	Tipps	ES 9	Hispanic	87	62	71%	76%	54%	48	55%	65%	33%	20	23%	25%	13%
Reading	5	Tipps	ES 9	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Tipps	ES 9	Asian	6	5	83%	88%	86%	5	83%	93%	86%	5	83%	93%	*
Reading	5	Tipps	ES 9	African Am.	30	23	77%	82%	75%	16	53%	63%	46%	10	33%	43%	21%
Reading	5	Tipps	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Tipps	ES 9	White	7	6	86%	90%	*	5	71%	81%	*	*	*	*	*
Reading	5	Tipps	ES 9	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Tipps	ES 9	Eco. Dis.	112	84	75%	80%	60%	60	54%	64%	37%	30	27%	37%	14%
Reading	5	Tipps	ES 9	Emergent Bilingual	57	32	56%	75%	46%	20	35%	50%	28%	5	9%	25%	8%

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

[illegible]

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Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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