Cypress-Fairbanks Independent School District

Danish Elementary School

2024-2025

Accountability Rating: Targeted Support and Improvement (TSI)

Mission Statement

Equip students today to impact tomorrow

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October	Local Assessment Data	16%	
November	Local Assessment Data	34%	
December	Local Assessment Data	51%	
January		68%	
February		85%	
March		100%	

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Students will work in small groups on the skill of summary, revision and editing with Teachers, paras, and interventionists using HMH texts and district passages. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** instructional specialists, assistant principals and principal	**Formative**		
	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews

Strategy 2: Math: Teachers will use number talks, puzzle talks, and Origo along with small group instruction to fill in the gaps in computation, fact fluency, and problem-solving.

Formative

		Nov	Feb	May

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: instructional specialists, assistant principals, principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Each week during planning number talks will be discussed and specifically planned for.	Instructional Specialist	Weekly throughout 2024-25
2	During WeClimb walkthroughs we will denote if the teacher is using number talks in small group instruction.	Principal, Assistant Principal	Weekly throughout 2024-25

Formative reviews: Nov — Considerable, Feb — Considerable, May — Considerable

Strategy 3 Details	Formative Reviews

Strategy 3: Science: Teachers will utilize hands-on experiences and small group instruction to increase the student's higher level understanding of science concepts and to practice testing taking skills needed for assessments.

Formative

Nov	Feb	May

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: instructional specialists, assistant principals, principal

Formative reviews: Nov — Considerable, Feb — Considerable, May — Considerable

Strategy 4 Details	Formative Reviews

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Formative

Nov	Feb	May

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Formative reviews: Nov — Some Progress, Feb — Considerable, May — Accomplished

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative Reviews
Strategy 5: 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: Dolphin Daily (news crew that produces a weekly news segment for all students), choir, Garden presentations, Storyteller, Spanish Action Based Learning Lab, Hour of Code, running club, field trips, plays and performances. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, AP, Instructional Specialists,	**Formative**

	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 6 Details	Formative Reviews
Strategy 6: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	**Formative**

	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 7 Details	Formative Reviews
Strategy 7: 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. **Strategy's Expected Result/Impact:** The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	**Formative**

	Nov	Feb	May
	Considerable	Considerable	Accomplished

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Some Progress	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Considerable	Considerable	Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress.	**Formative**		
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Some Progress	Considerable	Considerable

No Progress   Accomplished   Continue/Modify   Discontinue

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal			
	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal			
	Considerable	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal			
	Considerable	Considerable	Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: We will maintain a monitoring notebook to document individual students' progress.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.	**Formative**		
Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.	Nov	Feb	May
Staff Responsible for Monitoring: Principal			
	Considerable	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).	**Formative**		
Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.	Nov	Feb	May
Staff Responsible for Monitoring: Principal			
	Considerable	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**		
Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.	Nov	Feb	May
Staff Responsible for Monitoring: Principal			
	Considerable	Considerable	Considerable

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Considerable	Considerable	Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	Some Progress	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	Some Progress	Some Progress	Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	Considerable	Considerable	Considerable

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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		
Strategy 1: Campus Safety: Staff will increase the number of positives in the classroom and work to find ways to reinforce the behavior they want to see in their students.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Decrease in the number of office referrals and classroom removals. **Staff Responsible for Monitoring:** Principal, APs, Behavior Interventionist			
	Considerable	Considerable	Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** APs, Principal			
	Considerable	Accomplished	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Considerable	Considerable	Considerable

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

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

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. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation of the PBIS Rewards program and class meetings.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		

Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will work to build community in the classroom through daily class meetings, utilize mentors for our Tier 2 and 3 students and provide training for teachers on working with students who have Tier 2 and 3 behavior.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		

Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.
    Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents.
2. Decrease in bullying incidents/behaviors.
3. Improved classroom and/or school culture.
    Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Increase teacher knowledge of strategies for working with at-risk students.

    Evaluation Data Sources: Student discipline data

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: School will have 9-week incentives for staff who have perfect attendance.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal and Assistant Principals	Some Progress	Considerable	Accomplished
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 7: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development will be offered through PD days, planning meetings bite-sized PD, and self-directed PD for Fundamental 5. We will include paraprofessionals when possible. We will also promote and encourage teachers/paras to attend district trainings.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase of skill level in teachers/staff **Staff Responsible for Monitoring:** Principal, and Assistant Principals	Some Progress	Considerable	Accomplished
	○ No Progress ◯ Accomplished → Continue/Modify ✗ Discontinue		

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District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Provide multiple opportunites for parents to attend events when possible and utilize times that are conducive to families being able to attend. **Strategy's Expected Result/Impact:** 80% of familes to attend at least 1 family event. **Staff Responsible for Monitoring:** Principal and APs	**Formative**		
	Nov	Feb	May
	Considerable	Considerable	Considerable
⬤ No Progress ⬤ Accomplished ➡️ Continue/Modify ❌ Discontinue			

CPOC

Committee Role	Name	Position
Principal	Kelly Dalton	Principal (there is only one principal)
Teacher #1	Sonia Posada	Teacher #1
Teacher #2	John Wedrickas	Teacher #2
Teacher #3	Yessica Zul	Teacher #3
Teacher #4	Joshua Argueta	Teacher #4
Teacher #5	Yvette Lopez	Teacher #5
Teacher #6	Jessica Schell	Teacher #6
Teacher #7	Jasmine Truong	Teacher #7
Teacher #8	Sarah Williams	Teacher #8
Paraprofessional #1	Bridget Cotten	Paraprofessional #1
Paraprofessional #2	Shirley Mattocks	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Misty Evans	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Travis Brown	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Kevin Sullivan	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Jennifer Rosenquist	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Laura Adams	Administrator (LEA) #1
Administrator (LEA) #2	John Morrison	Administrator (LEA) #2
Parent #1	Cassandra Pearson	Parent #1
Parent #2	Danielle Patton	Parent #2
Community Member #1	Anna Cowser	Community Member #1
Community Member #2	Kelley Book	Community Member #2
Business Representative #1	Alex Soler	Business Representative #1
Business Representative #2	Hope Favorite	Business Representative #2
Teacher	Shelly Gregurek	Teacher
Other School Leader (Nonteaching Professional)	Tracy Favorite	Counselor
Parent	Ericka Johnson	Parent
Other School Leader (Nonteaching Professional)	Adrian Borrego	Testing/Family Engagement

Committee Role	Name	Position
Other School Leader (Nonteaching Professional)	Chloe Champine	Behavior Interventionist
Other School Leader (Nonteaching Professional)	Anna McLean	Instructional Specialist

Addendums

Campus	Danish

Strategic Plan Goal 1 Campus 5-year Targets				
2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	40%	43%	46%	49%	52%
Masters Grade Level	17%	20%	23%	26%	29%

2024-25	Target Check
75%	Met District Strategic Target
48%	Met District Strategic Target
24%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Reading	3	Danish	ES7	All	136	72%	81%	76%	45%	56%	48%	18%	29%	57%
Reading	3	Danish	ES7	Hispanic	67	79%	85%	68%	52%	58%	43%	17%	19%	49%
Reading	3	Danish	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	35%
Reading	3	Danish	ES7	Asian	12	100%	100%	100%	*	83%	82%	*	67%	72%
Reading	3	Danish	ES7	African Am.	42	60%	64%	79%	38%	43%	49%	21%	26%	72%
Reading	3	Danish	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Danish	ES7	White	13	85%	92%	92%	46%	54%	46%	*	38%	96%
Reading	3	Danish	ES7	Two or More	2	*	100%	*	*	100%	*	*	100%	62%
Reading	3	Danish	ES7	Eco. Dis.	109	70%	75%	72%	43%	48%	45%	18%	20%	*
Reading	3	Danish	ES7	EB	45	88%	90%	56%	46%	50%	29%	*	38%	95%
Reading	3	Danish	ES7	At-Risk	80	66%	70%	61%	38%	42%	34%	14%	18%	91%
Reading	3	Danish	ES7	SPED	25	25%	28%	34%	*	20%	*	*	12%	51%
Reading	4	Danish	ES7	All	150	83%	87%	82%	51%	58%	52%	21%	29%	14%
Reading	4	Danish	ES7	Hispanic	72	83%	88%	82%	56%	60%	46%	15%	18%	13%
Reading	4	Danish	ES7	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Reading	4	Danish	ES7	Asian	4	89%	100%	*	78%	75%	*	*	50%	*
Reading	4	Danish	ES7	African Am.	54	77%	80%	84%	40%	46%	56%	17%	26%	15%
Reading	4	Danish	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Danish	ES7	White	12	100%	100%	100%	67%	75%	64%	56%	67%	*
Reading	4	Danish	ES7	Two or More	6	*	100%	*	*	83%	*	*	67%	*
Reading	4	Danish	ES7	Eco. Dis.	121	82%	87%	80%	50%	56%	47%	19%	25%	12%
Reading	4	Danish	ES7	EB	48	81%	86%	73%	53%	58%	41%	19%	27%	*
Reading	4	Danish	ES7	At-Risk	65	77%	82%	78%	43%	52%	43%	17%	19%	10%
Reading	4	Danish	ES7	SPED	26	52%	58%	55%	26%	30%	*	*	19%	*
Reading	5	Danish	ES7	All	141	76%	82%	75%	47%	56%	55%	22%	29%	19%
Reading	5	Danish	ES7	Hispanic	59	74%	80%	71%	45%	51%	55%	21%	25%	19%
Reading	5	Danish	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	5	Danish	ES7	Asian	12	92%	92%	73%	75%	83%	55%	42%	50%	*
Reading	5	Danish	ES7	African Am.	56	73%	77%	80%	43%	50%	53%	18%	21%	13%
Reading	5	Danish	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Danish	ES7	White	10	90%	100%	78%	*	80%	67%	*	60%	*
Reading	5	Danish	ES7	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Reading	5	Danish	ES7	Eco. Dis.	115	72%	77%	75%	41%	50%	53%	18%	23%	17%
Reading	5	Danish	ES7	EB	39	66%	70%	55%	32%	40%	42%	*	26%	*
Reading	5	Danish	ES7	At-Risk	84	66%	72%	68%	34%	42%	48%	11%	18%	16%
Reading	5	Danish	ES7	SPED	26	33%	40%	42%	*	23%	25%	*	15%	*
Math	3	Danish	ES7	All	136	54%	70%	62%	15%	40%	35%	4%	21%	12%
Math	3	Danish	ES7	Hispanic	67	58%	69%	56%	14%	31%	29%	*	13%	9%
Math	3	Danish	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	Danish	ES7	Asian	12	*	100%	91%	*	83%	82%	*	67%	45%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					#	%	%	%	%	%	%	%	%	%
Math	3	Danish	ES7	African Am.	42	46%	60%	61%	13%	36%	34%	*	12%	*
Math	3	Danish	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Danish	ES7	White	13	64%	77%	69%	*	54%	*	*	38%	*
Math	3	Danish	ES7	Two or More	2	*	100%	*	*	100%	*	*	100%	*
Math	3	Danish	ES7	Eco. Dis.	109	52%	54%	59%	15%	17%	30%	*	14%	7%
Math	3	Danish	ES7	EB	45	60%	62%	64%	13%	16%	24%	*	11%	*
Math	3	Danish	ES7	At-Risk	80	51%	53%	55%	14%	17%	24%	*	13%	10%
Math	3	Danish	ES7	SPED	25	*	60%	23%	*	40%	*	*	20%	*
Math	4	Danish	ES7	All	150	57%	70%	59%	26%	40%	35%	11%	22%	11%
Math	4	Danish	ES7	Hispanic	72	58%	68%	61%	23%	32%	35%	10%	13%	11%
Math	4	Danish	ES7	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	4	Danish	ES7	Asian	4	90%	100%	*	70%	73%	*	50%	50%	*
Math	4	Danish	ES7	African Am.	54	52%	63%	51%	17%	35%	31%	*	19%	9%
Math	4	Danish	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Danish	ES7	White	12	56%	83%	73%	*	67%	45%	*	50%	*
Math	4	Danish	ES7	Two or More	6	*	100%	*	*	83%	*	*	67%	*
Math	4	Danish	ES7	Eco. Dis.	121	57%	60%	57%	26%	28%	33%	9%	63%	10%
Math	4	Danish	ES7	EB	48	58%	60%	63%	24%	27%	29%	*	13%	*
Math	4	Danish	ES7	At-Risk	65	50%	83%	52%	19%	19%	26%	8%	11%	8%
Math	4	Danish	ES7	SPED	26	39%	42%	32%	*	23%	*	*	15%	*
Math	5	Danish	ES7	All	141	57%	70%	70%	29%	40%	36%	8%	17%	14%
Math	5	Danish	ES7	Hispanic	59	56%	68%	72%	30%	37%	38%	6%	10%	14%
Math	5	Danish	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	5	Danish	ES7	Asian	12	92%	92%	91%	75%	83%	64%	42%	42%	55%
Math	5	Danish	ES7	African Am.	56	45%	63%	65%	18%	27%	24%	*	14%	*
Math	5	Danish	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Danish	ES7	White	10	70%	80%	67%	*	60%	56%	*	30%	*
Math	5	Danish	ES7	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Math	5	Danish	ES7	Eco. Dis.	115	51%	54%	68%	26%	29%	34%	7%	10%	13%
Math	5	Danish	ES7	EB	39	47%	50%	64%	21%	24%	33%	*	18%	*
Math	5	Danish	ES7	At-Risk	84	43%	46%	60%	16%	19%	26%	*	10%	11%
Math	5	Danish	ES7	SPED	26	*	50%	42%	*	27%	25%	*	15%	*
Science	5	Danish	ES7	All	141	56%	70%	66%	20%	43%	23%	8%	22%	9%
Science	5	Danish	ES7	Hispanic	59	51%	71%	72%	17%	41%	28%	*	17%	9%
Science	5	Danish	ES7	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	5	Danish	ES7	Asian	12	83%	85%	55%	58%	58%	45%	*	42%	*
Science	5	Danish	ES7	African Am.	56	57%	63%	60%	16%	39%	*	*	20%	*
Science	5	Danish	ES7	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Danish	ES7	White	10	60%	65%	89%	*	50%	56%	*	30%	*
Science	5	Danish	ES7	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Science	5	Danish	ES7	Eco. Dis.	115	51%	55%	63%	17%	20%	22%	7%	10%	8%
Science	5	Danish	ES7	EB	39	45%	50%	55%	13%	15%	18%	*	10%	*
Science	5	Danish	ES7	At-Risk	84	44%	50%	60%	12%	15%	16%	*	12%	*
Science	5	Danish	ES7	SPED	26	*	50%	42%	*	27%	21%	*	15%	*

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.

2024-2025 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
        - Achieve 3000
        - 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 and other content conversation and fluency routines.
    - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in digital creation and collaboration
    - Incorporate the use of digital tools such as ST Math, Gizmos, Performance Matters, 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 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.