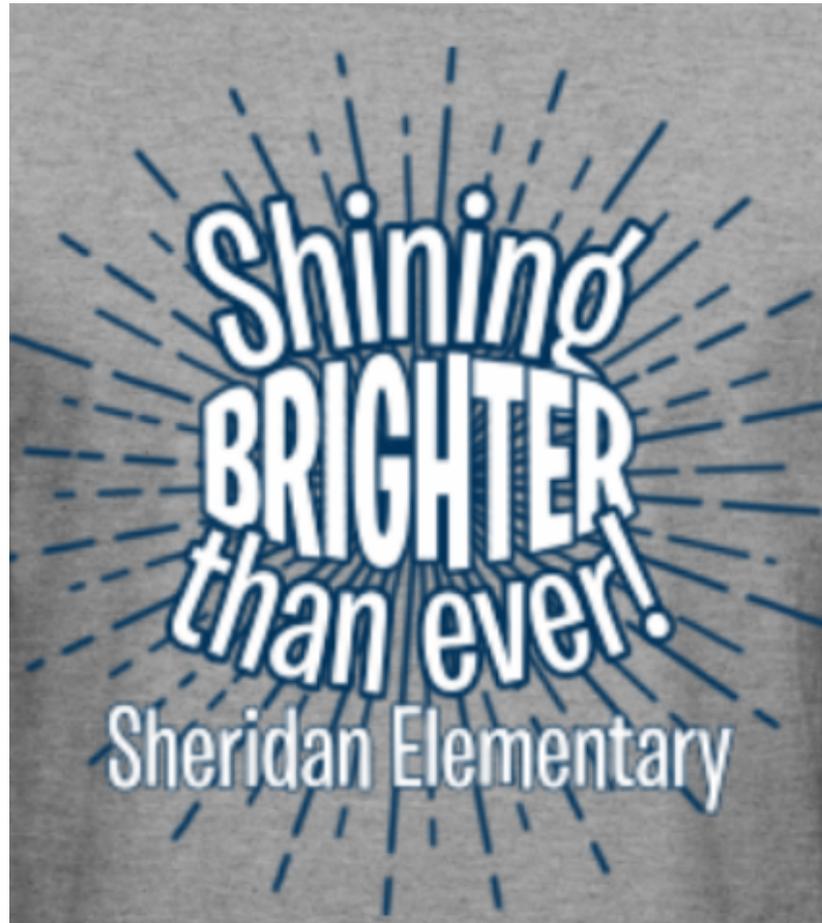# Cypress-Fairbanks Independent School District

Sheridan Elementary School

2024-2025

Mission Statement

Sheridan will:

«Maintain high expectations and promote academic excellence for all.

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

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

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

Vision

We believe all students can learn to their fullest capacity.

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.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: 1st-grade and 2nd-grade reading interventionists will push into classrooms to grow our young readers using the new SIPPS program and Flyleaf decodable readers.	**Formative**		
	Nov	**Feb**	**May**
The Language Arts Instructional Specialist will help teachers collaboratively plan for the reading, language, and vocabulary teaching points in our new HMH curriculum.	Some Progress	Considerable	Considerable
We will hold mCLASS and MAP trainings along with professional development for K-5 teachers to promote teacher knowledge about how to use mCLASS and MAP data to guide instruction and group students to increase student phonics knowledge and reading comprehension.			
We will analyze 3-5 extended constructive responses from 2024 STAAR in order to better understand our strengths and weaknesses in the writing process.			
We will purchase student book bags K-3 to use during reading time to organize student reading materials. We will provide each student K-2 with take-home reading envelopes to hold decodable readers to promote reading at home.			
Students will attend STAAR reading camps in 3-5 and weekly tutoring in K-5th. Parents will be encouraged to participate in parent academies including Primary Literacy Night to learn strategies to support their children at home.			
We will have weekly collaborative planning with each grade level based on rigor and relevance. **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 and Instructional Specialists			

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Math instructional specialists will visit classrooms to make sure strategies discussed during collaborative planning sessions are being implemented. We will encourage teachers to attend district professional developments and host campus professional development to improve teacher capacity in math content, use of manipulatives, and academic vocabulary. During collaborative planning we will coach teachers on how to implement blended learning and create purposeful small groups in their classrooms. We will increase the rigor and relevance in classrooms by having data-driven planning to support students' academic growth. As a campus we will offer STAAR camps in 3rd-5th and promote weekly tutoring for students in Kinder-5th. We will encourage parents to attend STEAM night and Parent Academies to support their child at home.	Formative		
	Nov	Feb	May
	Considerable	Considerable	Considerable
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 and Instructional Specialists			

Strategy 3 Details	Formative Reviews		
Strategy 3: Science:Teachers and Instructional Specialist will plan and implement a variety of hands-on learning opportunities in order to build academic vocabulary, science content knowledge, and real life application of science concepts.	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:** Principal, Assistant Principals, Instructional Specialist	Considerable	Considerable	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	Considerable	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in social character building through Bringing Out your Best/Character Education Program, and Sanford Harmony.	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:** Principal	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	**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. 1. Salaries: Interventionists will assist 1st and 2nd grade students in reaching their reading goals. Undetermined classroom paras will assist classroom teachers so that students will meet their instructional goals. 2. Extra Duty: 1st - 5th grade teachers will tutor students, focusing on the student groups listed above so that they (students) meet or exceed their instructional goals. 3. Contracted Services: Hands-on Science enrichment experiences through virtual learning with the Garden Lady. 4. Instructional Supplies: Sheridan will purchase printer ink to support teachers' materials in the classroom, STEAM consumables to enrich the curriculum to support hands-on labs, math manipulatives to supplement curriculum to support hands-on math concepts, tutoring snacks, and any additional supplies to help students reach their expected targets on the CIP target table. **Staff Responsible for Monitoring:** Principal	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.	**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:** Principal	Considerable	Considerable	Considerable

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

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.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	Some Progress	Considerable	Considerable

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.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	Some Progress	Considerable	Considerable

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

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	Some Progress	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	Considerable
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	Considerable

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. **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	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. **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	**Formative**		
	Nov	**Feb**	**May**
	Considerable	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

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. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Some Progress	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. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Some Progress	Considerable	Considerable

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. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	Some Progress	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

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	Some Progress	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	Considerable

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	Considerable	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	Some Progress	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 2024-25, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Staff will be trained on safety procedures and protocols during August PD and during the school staff meetings.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Staff will appropriately respond to safety drills and Protocols. **Staff Responsible for Monitoring:** Principal and Assistant Principal	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, 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:** Principal and Assistant Principals	Considerable	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct Weekly Door Sweeps throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Campus door sweeps will be conducted and documented weekly. We will monitor the door sweeps daily. Any observed issues will be addressed with appropriate personnel. **Staff Responsible for Monitoring:** Assistant Principals	Considerable	Considerable	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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96 % overall attendance rate.	Formative		
Strategy's Expected Result/Impact: 96% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Accomplished

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: 96% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	Some Progress	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

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. The PBIS Committee will address behaviors, including any violent incidents on campus, and will reference the CFISD Report on Violence and Violence Prevention. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Interventionist, PBIS Committee	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. PBIS strategies will be implemented campus wide, including the use of the PBIS Rewards app to ensure that students can be positively rewarded for appropriate behaviors. A campus Spirit Store will be available for students to "buy" tangible reward with their PBIS points. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, PBIS Committee, Teachers, Behavior Interventionist	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	Accomplished

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Increase staff appreciation activities to monthly events.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable
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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development to build teachers' content knowledge including implementation of small groups, increased rigorous teaching practices, etc.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Some Progress	Considerable	Considerable
No Progress ⬤ Accomplished ⬤ Continue/Modify ➡ Discontinue ✖			

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 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will provide materials to our families so that they have access to academic resources at home.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Parent Involvement activities include, Parent Academies- Fall and Spring event; Literacy Nights - Fall and Spring event; Family STEAM Night - Spring event; Science Fair - Spring event, and We are the World cultural event. Extra duty pay for teachers to attend will be provided in order to support students in reaching their target on the CIP target table.			
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists	Some Progress	Considerable	Considerable

No Progress   Accomplished   ➡️ Continue/Modify   ❌ Discontinue

CPOC

Committee Role	Name	Position
Teacher	Tara ALatorre	First Grade Teacher
Principal	Rene McIntyre	Principal (there is only one principal)
School Leader	Gauri Kulkarni	Assistant Principal
Teacher	Melissa Lara	PreK teacher
Teacher	Cutuia Rutherford	3rd grade Teacher
Teacher #1	Lydia Guzman	Fifth Grade Teacher
Teacher #2	Latoya Fields	Fourth Grade Teacher
Teacher #4	Danielle Golden	Second Grade Teacher
Teacher #6	Crystal Vallesteros	Kindergarten Teacher
Teacher #8	Rebekah Robinson	Large Group Teacher
Paraprofessional #1	Alma Kitmanyen	Paraprofessional
Paraprofessional #2	Kimberly Chapman	Campus Secretary
Administrator (LEA) #1	Stacie Wicke	District Representative
Administrator (LEA) #2	Mo Wong	Administrator (LEA) #2
Other School Leader (Nonteaching Professional) #1	Sulma Arriaza	Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Tracy Ferguson	Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Jennifer Gallier	Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Tegan Ogilvie	Instructional Specialist
Other School Leader (Nonteaching Professional)	Ashley Garrett	Behavior Interventionist
Other School Leader (Nonteaching Professional)	Mindy Hidalgo	Assistant Principal
Other School Leader (Nonteaching Professional)	Kristie Bernal	Counselor
Parent #1	Francisco Alvarado	Parent
Parent #2	Holly Burton	Parent
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

Addendums

Campus   Sheridan

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	38%	41%	44%	47%	50%
Masters Grade Level	17%	20%	23%	26%	29%

2024-25	Target Check
79%	Met District Strategic Target
46%	Met District Strategic Target
26%	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	Sheridan	ES6	All	142	73%	83%	78%	49%	59%	46%	26%	36%	19%
Reading	3	Sheridan	ES6	Hispanic	64	76%	83%	73%	44%	55%	40%	23%	33%	18%
Reading	3	Sheridan	ES6	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	3	Sheridan	ES6	Asian	8	100%	100%	100%	88%	100%	71%	63%	75%	*
Reading	3	Sheridan	ES6	African Am.	56	61%	79%	80%	48%	57%	52%	18%	30%	18%
Reading	3	Sheridan	ES6	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Sheridan	ES6	White	11	83%	91%	80%	58%	64%	*	42%	55%	*
Reading	3	Sheridan	ES6	Two or More	3	*	100%	*	*	67%	*	*	33%	*
Reading	3	Sheridan	ES6	Eco. Dis.	107	72%	83%	74%	42%	52%	41%	22%	32%	15%
Reading	3	Sheridan	ES6	EB	40	67%	75%	77%	36%	45%	35%	*	23%	*
Reading	3	Sheridan	ES6	At-Risk	75	61%	75%	73%	41%	51%	37%	22%	32%	12%
Reading	3	Sheridan	ES6	SPED	25	35%	52%	59%	*	24%	*	*	12%	*
Reading	4	Sheridan	ES6	All	147	83%	90%	79%	43%	55%	59%	18%	31%	19%
Reading	4	Sheridan	ES6	Hispanic	70	86%	90%	81%	38%	49%	56%	9%	20%	17%
Reading	4	Sheridan	ES6	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	4	Sheridan	ES6	Asian	7	100%	100%	100%	*	86%	86%	*	71%	*
Reading	4	Sheridan	ES6	African Am.	51	78%	88%	68%	42%	53%	52%	24%	33%	13%
Reading	4	Sheridan	ES6	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Sheridan	ES6	White	13	85%	92%	92%	62%	69%	85%	*	38%	46%
Reading	4	Sheridan	ES6	Two or More	5	83%	100%	100%	*	80%	71%	*	60%	*
Reading	4	Sheridan	ES6	Eco. Dis.	112	83%	90%	77%	40%	50%	54%	16%	26%	15%
Reading	4	Sheridan	ES6	EB	33	81%	91%	66%	34%	45%	41%	*	21%	*
Reading	4	Sheridan	ES6	At-Risk	49	77%	88%	72%	30%	41%	46%	10%	20%	12%
Reading	4	Sheridan	ES6	SPED	28	62%	75%	43%	*	36%	17%	*	18%	*
Reading	5	Sheridan	ES6	All	131	73%	84%	73%	47%	59%	58%	20%	36%	30%
Reading	5	Sheridan	ES6	Hispanic	60	75%	85%	83%	47%	57%	59%	21%	32%	29%
Reading	5	Sheridan	ES6	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	5	Sheridan	ES6	Asian	5	*	100%	100%	*	80%	100%	*	60%	*
Reading	5	Sheridan	ES6	African Am.	52	66%	77%	57%	41%	52%	52%	18%	29%	26%
Reading	5	Sheridan	ES6	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Sheridan	ES6	White	9	100%	100%	78%	78%	89%	56%	*	78%	*
Reading	5	Sheridan	ES6	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Reading	5	Sheridan	ES6	Eco. Dis.	92	71%	85%	72%	43%	53%	56%	16%	26%	31%
Reading	5	Sheridan	ES6	EB	32	67%	78%	78%	44%	53%	63%	*	25%	26%
Reading	5	Sheridan	ES6	At-Risk	88	65%	77%	63%	36%	45%	48%	11%	20%	22%
Reading	5	Sheridan	ES6	SPED	23	39%	52%	38%	26%	35%	*	*	17%	*
Math	3	Sheridan	ES6	All	142	58%	74%	54%	24%	35%	32%	7%	18%	7%
Math	3	Sheridan	ES6	Hispanic	64	59%	70%	57%	20%	30%	38%	*	16%	*
Math	3	Sheridan	ES6	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	Sheridan	ES6	Asian	8	88%	100%	86%	63%	75%	*	*	38%	*

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	Sheridan	ES6	African Am.	56	44%	70%	48%	11%	25%	25%	*	13%	*
Math	3	Sheridan	ES6	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Sheridan	ES6	White	11	83%	91%	50%	67%	73%	*	*	36%	*
Math	3	Sheridan	ES6	Two or More	3	*	100%	*	*	67%	*	*	33%	*
Math	3	Sheridan	ES6	Eco. Dis.	107	55%	70%	49%	22%	32%	27%	7%	20%	9%
Math	3	Sheridan	ES6	EB	40	48%	70%	56%	15%	25%	28%	*	13%	*
Math	3	Sheridan	ES6	At-Risk	75	50%	71%	47%	20%	31%	26%	*	15%	*
Math	3	Sheridan	ES6	SPED	25	*	52%	27%	*	24%	*	*	12%	*
Math	4	Sheridan	ES6	All	147	52%	73%	58%	28%	41%	32%	9%	22%	12%
Math	4	Sheridan	ES6	Hispanic	70	44%	70%	50%	23%	33%	30%	*	14%	11%
Math	4	Sheridan	ES6	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	4	Sheridan	ES6	Asian	7	*	100%	100%	*	86%	100%	*	71%	71%
Math	4	Sheridan	ES6	African Am.	51	53%	71%	55%	31%	41%	20%	13%	24%	*
Math	4	Sheridan	ES6	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Sheridan	ES6	White	13	69%	77%	85%	38%	46%	54%	*	23%	*
Math	4	Sheridan	ES6	Two or More	5	*	100%	71%	*	80%	*	*	40%	*
Math	4	Sheridan	ES6	Eco. Dis.	112	52%	70%	52%	28%	38%	26%	8%	20%	11%
Math	4	Sheridan	ES6	EB	33	50%	70%	41%	28%	39%	24%	*	18%	*
Math	4	Sheridan	ES6	At-Risk	49	36%	69%	42%	17%	27%	20%	*	12%	9%
Math	4	Sheridan	ES6	SPED	28	33%	71%	23%	24%	36%	*	*	18%	*
Math	5	Sheridan	ES6	All	131	53%	74%	61%	29%	42%	36%	7%	21%	18%
Math	5	Sheridan	ES6	Hispanic	60	54%	70%	52%	31%	42%	33%	*	20%	10%
Math	5	Sheridan	ES6	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	5	Sheridan	ES6	Asian	5	*	100%	*	*	80%	*	*	60%	*
Math	5	Sheridan	ES6	African Am.	52	43%	69%	65%	19%	29%	33%	*	13%	20%
Math	5	Sheridan	ES6	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Sheridan	ES6	White	9	89%	100%	78%	67%	78%	56%	*	33%	*
Math	5	Sheridan	ES6	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Math	5	Sheridan	ES6	Eco. Dis.	92	50%	70%	58%	27%	37%	36%	6%	11%	19%
Math	5	Sheridan	ES6	EB	32	41%	69%	44%	22%	31%	37%	*	16%	19%
Math	5	Sheridan	ES6	At-Risk	88	40%	70%	48%	17%	27%	25%	*	11%	10%
Math	5	Sheridan	ES6	SPED	23	33%	70%	33%	*	35%	*	*	17%	*
Science	5	Sheridan	ES6	All	131	50%	74%	59%	16%	34%	24%	4%	19%	10%
Science	5	Sheridan	ES6	Hispanic	60	47%	70%	56%	19%	28%	17%	*	17%	*
Science	5	Sheridan	ES6	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	5	Sheridan	ES6	Asian	5	*	100%	*	*	80%	*	*	60%	*
Science	5	Sheridan	ES6	African Am.	52	42%	69%	56%	12%	21%	24%	*	10%	9%
Science	5	Sheridan	ES6	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Sheridan	ES6	White	9	89%	100%	78%	*	89%	*	*	44%	*
Science	5	Sheridan	ES6	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Science	5	Sheridan	ES6	Eco. Dis.	92	49%	70%	60%	16%	26%	24%	*	11%	9%
Science	5	Sheridan	ES6	EB	32	44%	69%	41%	*	31%	22%	*	16%	*
Science	5	Sheridan	ES6	At-Risk	88	37%	70%	48%	9%	20%	14%	*	10%	*
Science	5	Sheridan	ES6	SPED	23	38%	70%	25%	*	35%	*	*	17%	*

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.