Cypress-Fairbanks Independent School District

Tipps Elementary School

2024-2025

Mission Statement

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

Vision

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

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 Reading, Math and Science results

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: All RLA teachers will receive instructional coaching and professional development on how to plan and implement resources with fidelity.
 	
The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.
  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 Specialist (ELAR) , Primary Specialist, Assistant Principals, Principal - Instructional Leadership Team
	Formative		

	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished
Strategy 2 Details	Formative Reviews		

Strategy 2: Math: All math teachers will receive instructional coaching and professional development in providing engaging, interactive and differentiated lessons and how to implement the curriculum with consistency.
 	
The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.
  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 Principal, Principal
	Formative		

	Nov	**Feb**	**May**
	Some Progress	Accomplished	Accomplished

Strategy 3 Details	Formative Reviews
	Formative

Strategy 3: Science: Science teachers will teach students, with a focus on African American and Emergent Bilingual students. Teachers will provide instruction in targeted vocabulary by utilizing the QSSSA strategy to ensure students are using academic language. They will also utilize SPARC activities, Lead4ward activities, and district and campus-created activities.

The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.

    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: Science Specialist, Assistant Principals, Principal

Nov	Feb	May
Considerable	Considerable	Accomplished

Strategy 4 Details	Formative Reviews
	Formative

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Physical Education Coach, Assistant Principals and Principal

Nov	Feb	May
Considerable	Considerable	Accomplished

Strategy 5 Details	Formative Reviews
	Formative

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: Various After-school enrichment organizations.
    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: Staff sponsors, Assistant Principals

Nov	Feb	May
Accomplished	Accomplished	Accomplished

Strategy 6 Details	Formative Reviews

Strategy 6: At-risk, African American, SPED, and Hispanic students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.	Formative		
	Nov	**Feb**	**May**

Strategy 6: At-risk, African American, SPED, and Hispanic students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.

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. Professional Development - The leadership team, teaching staff and para-professionals will attend professional development locally to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms which will assist in meeting the goal as specified in the campus CIP.
2. Temporary Workers - Temporary workers will work with students performing interventions to assist in meeting or exceeding instructional targets.
3. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension to meet or exceed instructional targets.
5. Technology Supportive Tools - Monitors, laptop stands and other instructional technology tools to support the instructional environment for teachers.
6. Testing Strategies - Provide support with testing to ensure student success.
8. Replenish books in the book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice.

Staff Responsible for Monitoring: Teachers, Librarian, Instructional Specialists, Assistant Principals, Principal

| | Considerable | Considerable | Accomplished |

Strategy 7 Details	Formative Reviews

	Formative		
	Nov	**Feb**	**May**

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

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

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: 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.

Performance Objective 2: We observed growth by 1% on the MAP or MCLASS.

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Keep the growth by 1% on the MAP or mCLASS.

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: Met Objective

Next Year's Recommendation: Continue to monitor phonemic awareness lesson, structured literacy, and differentiated instruction.   instruction.

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

Strategy 5 Details	Formative Reviews

Strategy 5: We will maintain a monitoring notebook to document individual students' progress.		Formative	
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.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	Considerable	Considerable	Accomplished

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: Exceeded Objective

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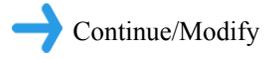
Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.	Formative		
Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches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

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
	Considerable	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
	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: Met 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	Considerable	Considerable	Accomplished

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	Accomplished

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	Considerable	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	Considerable	Considerable	Accomplished

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	Considerable	Considerable	Accomplished

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	Accomplished

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: By the end of the current school year, our campus will demonstrate safe practices of behavior by following the PBIS Matrices for Responsible, Ownership, Always Safe, Respectful behaviors of all students at a 90% or better rate of completion.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Staff and students will learn, practice and apply ROAR expectations in all settings at school. These practices will result in a decrease of office referrals by 10%. **Staff Responsible for Monitoring:** PBIS Leadership Team, Behavior Coach, Assistant Principals	Accomplished	Accomplished	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Safety: Recognize and promote safe practices involving drugs and alcohol in the community. Highlight strategies that will keep students safe during Red Ribbon Week and all year through our PBIS lessons.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will develop healthy habits and stay safe by understanding and using ways to stay drug and alcohol free. Students will be an advocate for others in dangerous situations. **Staff Responsible for Monitoring:** Counselors, Assistant Principals, Principal	Accomplished	Accomplished	Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**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:** EOP Campus Representative, Principal	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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Students will be recognized for perfect attendance each nine weeks. Staff will contact students who are absent for 3 or more days to determine reason for absence.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%. **Staff Responsible for Monitoring:** Homeroom Teachers, Counselors, Assistant Principals, Registrar, Principal	Considerable	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Student Attendance: Student and Parent attendance certificates will take place at the end of each nine weeks. We will provide parents with information about the importance of attendance through our monthly newsletter.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increase student attendance to 95% for the school year. **Staff Responsible for Monitoring:** Homeroom Teachers, Counselors, Assistant Principals, Registrar, Principal	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: Met 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. Our students will participate in a variety of activities that will foster a positive culture of acceptance and accountability. Activities will include Cy-Fair Sam presentations, PBIS Matrix implementation, and character development counselor presentations.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Behavior Coach, Counselors, Principal, Assistant Principal	Considerable	Considerable	Accomplished

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. By the end of the current school year, campus staff will implement the PBIS practices 95% of the time.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Behavior Interventionist, Assistant Principals	Considerable	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.	Formative		
	Nov	Feb	May
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	Considerable	Considerable	Accomplished

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 25% from the previous year.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for perfect attendance monthly with a certificate and special shoutout.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 25%. **Staff Responsible for Monitoring:** Counselors, Assistant Principal, Principal	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Teacher/Paraprofessional Retention activities to promote a culture of teamwork and celebration. Each month, the campus staff will be celebrated through thank you notes, special dress days, special snacks, catered meals and other incentives to celebrate their work. We will implement team builders throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Increase in morale across the campus resulting in 88% or higher on the Employee Perception Survey. **Staff Responsible for Monitoring:** Principal, Administrative Team, Campus Secretary	**Nov**	**Feb**	**May**
	Considerable	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: Teachers will participate in the Sibme coaching program.	**Formative**		
Strategy's Expected Result/Impact: 100% of our teachers will receive coaching on a specific area of growth through the Sibme platform..	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principals	⬤	⬤	⬤
	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: High-Quality Professional Development: Teachers will participate in the Project Class Program and implement the PBIS Program to support classroom management.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will implement the Project Class and PBIS Matrices Behavior Expectations of all students throughout the school year at 95% success rate as measured by office referrals. This will give teachers the skills to deescalate behavior and teach appropriate social skills to students.	⬤	⬤	⬤
Staff Responsible for Monitoring: PBIS Leadership Team, Assistant Principals	Accomplished	Accomplished	Accomplished

⬤ 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: 75% of our students' parent/guardians will attend parent engagement activities.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue building and increasing parent involvement by offering various parent and family engagement opportunities

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will provide a curriculum night and parent presentation to ensure parents understand how to support their students at home academically and with emotional regulation. We will provide at home resources for parents to use with their students to decrease learning gaps.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement events will have 75% of the parents participating. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principal, Principal	Considerable	Considerable	Accomplished

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Felicia Thomas	Principal (there is only one principal)
Teacher #1	Nkemdilim Akabueze	Kindergarten
Teacher #2	Allison Schnitzer	PreK
Teacher #3	Mia Henry	First Grade
Teacher #5	Joshua Scherer	Third Grade
Teacher #6	Cevallos Abraham	Fourth Grade
Teacher #7	Chuck Carlson	Fifth Grade
Teacher #8	McClure Jennifer	Sped/Intervention
Teacher #9	Sandra Medrano	Second Grade
Other School Leader (Nonteaching Professional) #1	Carlos Orozco	PEAM
Other School Leader (Nonteaching Professional)	Kendra Johnson	Behavior Interventionist
Other School Leader (Nonteaching Professional)	Ursula Herndon	Counselor
Other School Leader (Nonteaching Professional)	Jessica Perez	Counselor
Other School Leader (Nonteaching Professional) #2	Julia Hunt	Math IS
Other School Leader (Nonteaching Professional) #3	Nancy Delgado	Reading IS
Other School Leader (Nonteaching Professional) #4	Michele Ferdinand	Assistant Principal
Other School Leader (Nonteaching Professional)	D'Niessa Slocum	Assistant Principal
Other School Leader (Nonteaching Professional)	Claudia Reyes	Primary IS
Other School Leader (Nonteaching Professional)	Rebecca Benge	Title 1 Coordinator
Paraprofessional #1	Elizabeth Woodward	Paraprofessional #1
Paraprofessional #2	add name	Paraprofessional #2
Administrator (LEA) #1	Ashley Clayburn	Administrator (LEA) #1
Administrator (LEA) #2	Anndrea Searby	Administrator (LEA) #2
Parent #1	Parent Parent	Parent #1
Parent #2	Parent Parent	Parent #2
Community Member #1	Suzanne Kaliszewski	Community Member #1
Community Member #2	Mary Hestand	Community Member #2

Committee Role	Name	Position
Business Representative #1	Moufid Rabieh	Business Representative #1
Business Representative #2	Henry Thomas, Jr.	Business Representative #2

Addendums

Campus   Tipps

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	15%	18%	21%	24%	27%

2024-25	Target Check
78%	Met District Strategic Target
54%	Met District Strategic Target
27%	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	Tipps	ES9	All	154	58%	77%	55%	36%	53%	24%	15%	25%	6%
Reading	3	Tipps	ES9	Hispanic	118	52%	75%	50%	30%	50%	20%	13%	25%	*
Reading	3	Tipps	ES9	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	3	Tipps	ES9	Asian	3	89%	100%	*	89%	100%	*	*	67%	*
Reading	3	Tipps	ES9	African Am.	26	68%	77%	76%	36%	50%	36%	*	12%	*
Reading	3	Tipps	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Tipps	ES9	White	2	*	100%	*	*	100%	*	*	50%	*
Reading	3	Tipps	ES9	Two or More	4	*	100%	*	*	100%	*	*	50%	*
Reading	3	Tipps	ES9	Eco. Dis.	138	56%	75%	53%	33%	50%	21%	14%	25%	5%
Reading	3	Tipps	ES9	EB	99	41%	75%	43%	23%	51%	16%	8%	25%	*
Reading	3	Tipps	ES9	At-Risk	121	48%	75%	47%	27%	50%	18%	14%	25%	*
Reading	3	Tipps	ES9	SPED	13	*	69%	*	*	31%	*	*	15%	*
Reading	4	Tipps	ES9	All	144	70%	80%	68%	39%	56%	42%	13%	27%	17%
Reading	4	Tipps	ES9	Hispanic	96	68%	75%	65%	36%	50%	36%	13%	25%	15%
Reading	4	Tipps	ES9	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Reading	4	Tipps	ES9	Asian	10	100%	100%	100%	83%	90%	78%	*	50%	*
Reading	4	Tipps	ES9	African Am.	27	77%	81%	68%	40%	52%	52%	*	19%	*
Reading	4	Tipps	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Tipps	ES9	White	5	*	100%	*	*	80%	*	*	40%	*
Reading	4	Tipps	ES9	Two or More	4	*	100%	*	*	75%	*	*	50%	*
Reading	4	Tipps	ES9	Eco. Dis.	128	69%	75%	67%	38%	50%	40%	12%	25%	16%
Reading	4	Tipps	ES9	EB	73	64%	75%	55%	30%	51%	27%	11%	25%	9%
Reading	4	Tipps	ES9	At-Risk	87	65%	75%	60%	30%	51%	33%	9%	25%	14%
Reading	4	Tipps	ES9	SPED	17	29%	76%	*	*	35%	*	*	18%	*
Reading	5	Tipps	ES9	All	145	60%	79%	64%	38%	54%	42%	15%	30%	17%
Reading	5	Tipps	ES9	Hispanic	102	54%	75%	62%	33%	50%	38%	13%	25%	14%
Reading	5	Tipps	ES9	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	5	Tipps	ES9	Asian	6	86%	100%	100%	86%	100%	83%	*	83%	*
Reading	5	Tipps	ES9	African Am.	29	75%	79%	69%	46%	52%	50%	21%	24%	*
Reading	5	Tipps	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Tipps	ES9	White	6	*	100%	*	*	83%	*	*	67%	*
Reading	5	Tipps	ES9	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Reading	5	Tipps	ES9	Eco. Dis.	125	60%	75%	62%	37%	50%	39%	14%	25%	16%
Reading	5	Tipps	ES9	EB	67	46%	75%	52%	28%	51%	33%	8%	25%	10%
Reading	5	Tipps	ES9	At-Risk	116	54%	75%	58%	31%	50%	36%	10%	25%	11%
Reading	5	Tipps	ES9	SPED	17	*	65%	*	*	29%	*	*	6%	*
Math	3	Tipps	ES9	All	154	63%	77%	59%	25%	53%	29%	6%	29%	6%
Math	3	Tipps	ES9	Hispanic	118	60%	75%	55%	22%	50%	26%	5%	25%	*
Math	3	Tipps	ES9	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	3	Tipps	ES9	Asian	3	100%	100%	*	67%	100%	*	*	67%	*

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	Tipps	ES9	African Am.	26	60%	77%	64%	24%	50%	40%	*	38%	*
Math	3	Tipps	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Tipps	ES9	White	2	*	100%	*	*	100%	*	*	50%	*
Math	3	Tipps	ES9	Two or More	4	*	100%	*	*	75%	*	*	25%	*
Math	3	Tipps	ES9	Eco. Dis.	138	62%	75%	57%	26%	50%	27%	6%	25%	5%
Math	3	Tipps	ES9	EB	99	55%	75%	55%	19%	51%	23%	*	10%	*
Math	3	Tipps	ES9	At-Risk	121	57%	75%	56%	22%	50%	25%	7%	25%	4%
Math	3	Tipps	ES9	SPED	13	*	69%	*	*	31%	*	*	15%	*
Math	4	Tipps	ES9	All	144	57%	78%	62%	34%	56%	35%	15%	28%	14%
Math	4	Tipps	ES9	Hispanic	96	54%	75%	59%	30%	50%	33%	13%	25%	15%
Math	4	Tipps	ES9	Am. Indian	2	*	100%	*	*	100%	*	*	50%	*
Math	4	Tipps	ES9	Asian	10	100%	100%	89%	100%	100%	67%	*	50%	*
Math	4	Tipps	ES9	African Am.	27	60%	74%	62%	27%	52%	27%	*	26%	*
Math	4	Tipps	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Tipps	ES9	White	5	*	100%	*	*	80%	*	*	40%	*
Math	4	Tipps	ES9	Two or More	4	*	100%	*	*	75%	*	*	25%	*
Math	4	Tipps	ES9	Eco. Dis.	128	56%	75%	61%	31%	50%	33%	13%	25%	15%
Math	4	Tipps	ES9	EB	73	56%	75%	57%	34%	51%	28%	14%	25%	12%
Math	4	Tipps	ES9	At-Risk	87	52%	75%	56%	27%	51%	31%	13%	25%	14%
Math	4	Tipps	ES9	SPED	17	29%	76%	*	*	35%	*	*	18%	*
Math	5	Tipps	ES9	All	145	59%	78%	68%	30%	54%	40%	10%	25%	22%
Math	5	Tipps	ES9	Hispanic	102	55%	75%	62%	28%	50%	34%	7%	25%	22%
Math	5	Tipps	ES9	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	5	Tipps	ES9	Asian	6	100%	100%	100%	71%	83%	100%	*	17%	*
Math	5	Tipps	ES9	African Am.	29	67%	76%	81%	33%	52%	46%	*	17%	*
Math	5	Tipps	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Tipps	ES9	White	6	*	100%	*	*	83%	*	*	33%	*
Math	5	Tipps	ES9	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Math	5	Tipps	ES9	Eco. Dis.	125	57%	75%	66%	30%	50%	37%	8%	25%	19%
Math	5	Tipps	ES9	EB	67	56%	75%	58%	21%	51%	33%	8%	25%	19%
Math	5	Tipps	ES9	At-Risk	116	54%	75%	61%	26%	50%	30%	7%	25%	16%
Math	5	Tipps	ES9	SPED	17	*	47%	38%	*	24%	*	*	12%	*
Science	5	Tipps	ES9	All	145	44%	77%	60%	19%	52%	31%	6%	25%	9%
Science	5	Tipps	ES9	Hispanic	102	37%	75%	53%	14%	50%	28%	*	20%	6%
Science	5	Tipps	ES9	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	5	Tipps	ES9	Asian	6	86%	83%	100%	71%	83%	83%	*	33%	*
Science	5	Tipps	ES9	African Am.	29	63%	76%	77%	25%	52%	27%	*	34%	*
Science	5	Tipps	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Tipps	ES9	White	6	*	100%	*	*	50%	*	*	33%	*
Science	5	Tipps	ES9	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Science	5	Tipps	ES9	Eco. Dis.	125	43%	75%	57%	18%	50%	27%	5%	25%	6%
Science	5	Tipps	ES9	EB	67	35%	75%	48%	11%	51%	24%	*	7%	*
Science	5	Tipps	ES9	At-Risk	116	38%	75%	53%	15%	50%	25%	*	4%	5%
Science	5	Tipps	ES9	SPED	17	*	47%	*	*	24%	*	*	6%	*

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.