

# Cypress-Fairbanks Independent School District

## Ault Elementary School

2022-2023



# Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

## Vision

LEAD - Learn. Empower. Achieve. Dream.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Demographics

## Demographics Summary

# Student Achievement

## Student Achievement Strengths

-5th Grade Math scored well above the district average in multiple categories in the Meets category.

-5th Grade Reading scored well above the district average in multiple categories in the Meets category.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Student Achievement levels in the Meets category were below cluster averages in most areas. **Root Cause:** RLA: Focused too much on the students who were struggling to reach approaches.

**Problem Statement 2:** Math: 4th Grade Math achievement levels were below the rest of the campus. **Root Cause:** Math : Students came with learning gaps developed during 2nd and 3rd grade due to COVID and unique learning environment.

**Problem Statement 3:** Science: Economically Disadvantage achievement at the Meets level were below the campus average. **Root Cause:** Science: Focused too much on the students who were struggling to reach approaches.

**Problem Statement 4:** Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

# School Culture and Climate

## School Culture and Climate Strengths

- Staff does a good job of recognizing each others achievement.
- Strong grade level teams.
- Parents and guests feel welcome.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Higher levels of anxiety among staff, students and parents. **Root Cause:** School Culture and Climate: Many variables and changes due to COVID 19 Pandemic.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

- Staff years of experience
- Low turnover
- Campus EPS reflects a positive climate

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff attendance was down from previous years. **Root Cause:** Teacher/Paraprofessional Attendance: Absences were higher due mental and physical stress on staff and their family members.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

-Watchdogs

-Boosterthon

-Field Days

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Parent and community involvement was lower than expected. **Root Cause:** Parent and Community Engagement: Parents were still apprehensive about mass gatherings, etc.












# Goals











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

**Performance Objective 1: Curriculum and Instruction & Accountability:** By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Reading, Writing, Math and Science results

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			










Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes: Targeted Tutorials, Reinforcement of Daily Lessons, Class Meetings, Targeted interventions</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			








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

**Performance Objective 2: ESSER III:** Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: Tutoring - Teachers will provide before or after school tutoring to identified students to help close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Throughout the 2022-23 school year, use the ESSER III funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Staffing: Core Content Area Interventionist (math)</p> <p><b>Strategy's Expected Result/Impact:</b> Throughout the 2022-23 school year, use the ESSER III funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Development: K-2 Grade Reading/Language Arts teachers will participate in Professional Development with Schonda Guthrie. The professional development will focus on quality reading instruction and assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Throughout the 2021-22 school year, use the ESSER III funds to reduce the disparity in performance in reading levels and benchmark assessment data between Kinder-2nd grade 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 benchmark standard.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			








Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Development: 3-5 Math Teachers will participate in Math Training with Garland Linkelarger. This training will address planning, diagnosis of assessment data and instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Throughout the 2022-23 school year, use the SSER III funds to reduce the disparity in performance on Math 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 Math STAAR performance targets noted on the attached CIP data table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on attached data tables <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 1: Student Safety:** By the end of the 2022-23 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:** Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> 100% of staff and students will implement and follow all Lead Safely guidelines and protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, nurse assistant principals, teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2: Student Attendance:** By the end of the 2022-23 school year, student attendance will be at 95% or higher.

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** Significant progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Student Attendance: Monitor attendance and reach out to parents of students who obtain more than 5 absences. <b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%. <b>Staff Responsible for Monitoring:</b> All Staff	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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








**Performance Objective 3: Restorative Discipline:** By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 25%.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Implement Weekly Class Meetings each Monday to address areas of the campus culture and matrix.  <b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 5%.  <b>Staff Responsible for Monitoring:</b> Leadership Team, PBIS</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions Implement PBIS school-wide plan to reinforce desired behaviors.  <b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be 0% or at least 1% lower than last year.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals.  <b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be 0% or at least 1% lower than last year.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to work to eliminate a need for SOS placements.  <b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will be 0% or at least 1% lower than last year.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	Nov	Feb	May
			













Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to work to eliminate violence incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 25%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Provide incentives for teachers to have perfect attendance. <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Each month we will focus on a specific aspect of adult/staff mental or physical health. <b>Strategy's Expected Result/Impact:</b> Staff attendance rate will increase by 10%. <b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors, Nurse	<b>Formative</b>		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 75% of teachers will receive job targeted professional development based on identified needs.

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

**Summative Evaluation:** Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed the STAAR targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2022-23 school year, parent and family engagement will increase by 25%.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent and Family Engagement: Hold multiple events which will again allow parents/family members to be on campus. <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 25%. <b>Staff Responsible for Monitoring:</b> Leadership Team	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 2022-2023 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Jeff LaCoke	Principal
Classroom Teacher	Jennifer Ehlers	Teacher #1
Classroom Teacher	Emily McKian	Teacher #2
Classroom Teacher	Sarah Gierman	Teacher #3
Classroom Teacher	Beatriz Cuevas	Teacher #4
Classroom Teacher	Brittany Austin	Teacher #5
Classroom Teacher	Rhonda Jones	Teacher #6
Classroom Teacher	Heather Childers	Teacher #7
Classroom Teacher	Edrick Smith	Teacher #8
Non-classroom Professional	Lynlea Dickerson	Other School Leader #1
Non-classroom Professional	Elisa Beimgraben	Other School Leader #2
Non-classroom Professional	Julie Barrett	Other School Leader #3
Non-classroom Professional	Megan Breidenthal	Other School Leader #4
District-level Professional	Karin Olsen	Administrator (LEA) #1
Parent	Marcus Breidenthal	Parent #1
Parent	Courtney Kaler	parent #2
Community Representative	Allyson Akins	Community Resident #1
Community Representative	Brienna Dodd	Community Resident #2
Business Representative	Stephanie Jurica	Business Representative #1
Business Representative	Matt Miller	Business Representative #2

# Addendums







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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Science	5	Ault	White	75	69	92%	95%	85%	56	75%	78%	51%	30	40%	45%	28%		
Science	5	Ault	Two or More	8	7	88%	91%	*	5	63%	68%	*	4	50%	60%	*		
Science	5	Ault	Eco. Dis.	51	38	75%	80%	79%	24	47%	55%	42%	8	16%	25%	18%		
Science	5	Ault	Emergent Bilingual	11	9	82%	85%	71%	2	18%	25%	24%	2	18%	25%	*		
Science	5	Ault	At-Risk	83	69	83%	86%	75%	39	47%	52%	31%	14	17%	25%	15%		
Science	5	Ault	SPED	13	6	46%	60%	45%	4	31%	40%	*	1	8%	20%	*		

# Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		AULT	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	54%	45%	56%	73%	58%	61%	64%
		Total Number Meets or Higher		68		120			
		Total Number Tested		151		164			
		Points away from or above target		-9		+17			
		Difference from Prior Year				+28			
		Growth from Prior Year				62%			
	Hispanic	Target and Actual Rate	41%	45%	43%	74%	45%	48%	51%
		Total Number Meets or Higher		17		40			
		Total Number Tested		38		54			
		Points away from or above target		+4		+31			
		Difference from Prior Year				+29			
		Growth from Prior Year				64%			
	White	Target and Actual Rate	62%	49%	64%	79%	66%	69%	72%
		Total Number Meets or Higher		37		55			
		Total Number Tested		76		70			
		Points away from or above target		-13		+15			
		Difference from Prior Year				+30			
		Growth from Prior Year				61%			
Eco. Disadv.	Target and Actual Rate	30%	42%	32%	68%	34%	37%	40%	
	Total Number Meets or Higher		22		43				
	Total Number Tested		53		63				
	Points away from or above target		+12		+36				
	Difference from Prior Year				+26				
	Growth from Prior Year				62%				
EL (Current & Monitored)	Target and Actual Rate	55%	52%	57%	70%	59%	62%	65%	
	Total Number Meets or Higher		15		21				
	Total Number Tested		29		30				
	Points away from or above target		-3		+13				
	Difference from Prior Year				+18				
	Growth from Prior Year				35%				
Cont. Enrolled	Target and Actual Rate	57%	45%	59%	72%	61%	64%	67%	
	Total Number Meets or Higher		58		97				
	Total Number Tested		128		134				
	Points away from or above target		-12		+13				
	Difference from Prior Year				+27				
	Growth from Prior Year				60%				
Non-Cont. Enrolled	Target and Actual Rate	32%	43%	34%	77%	36%	39%	42%	
	Total Number Meets or Higher		10		23				
	Total Number Tested		23		30				
	Points away from or above target		+11		+43				
	Difference from Prior Year				+34				
	Growth from Prior Year				79%				

# Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		AULT	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	61%	46%	63%	63%	65%	68%	71%
		Total Number Meets or Higher		69		104			
		Total Number Tested		151		164			
		Points away from or above target		-15		0			
		Difference from Prior Year				+17			
		Growth from Prior Year				37%			
	Hispanic	Target and Actual Rate	44%	50%	46%	61%	48%	51%	54%
		Total Number Meets or Higher		19		33			
		Total Number Tested		38		54			
		Points away from or above target		+6		+15			
		Difference from Prior Year				+11			
		Growth from Prior Year				22%			
	White	Target and Actual Rate	70%	50%	72%	69%	74%	77%	80%
		Total Number Meets or Higher		38		48			
		Total Number Tested		76		70			
		Points away from or above target		-20		-3			
		Difference from Prior Year				+19			
		Growth from Prior Year				38%			
	Eco. Disadv.	Target and Actual Rate	50%	43%	52%	60%	54%	57%	60%
		Total Number Meets or Higher		23		38			
		Total Number Tested		53		63			
Points away from or above target			-7		+8				
Difference from Prior Year					+17				
Growth from Prior Year					40%				
EL (Current & Monitored)	Target and Actual Rate	55%	48%	57%	67%	59%	62%	65%	
	Total Number Meets or Higher		14		20				
	Total Number Tested		29		30				
	Points away from or above target		-7		+10				
	Difference from Prior Year				+19				
	Growth from Prior Year				40%				
Cont. Enrolled	Target and Actual Rate	64%	48%	66%	64%	68%	71%	74%	
	Total Number Meets or Higher		62		86				
	Total Number Tested		128		134				
	Points away from or above target		-16		-2				
	Difference from Prior Year				+16				
	Growth from Prior Year				33%				
Non-Cont. Enrolled	Target and Actual Rate	37%	30%	39%	60%	41%	44%	47%	
	Total Number Meets or Higher		7		18				
	Total Number Tested		23		30				
	Points away from or above target		-7		+21				
	Difference from Prior Year				+30				
	Growth from Prior Year				100%				

# 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 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 is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

### Monitoring

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

### Assessment and Data Analysis

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

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-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 from among varied genres and reading levels 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 the *Continuum of Literacy Learning* and 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 reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2<sup>nd</sup>-5<sup>th</sup>)
    - Amplify Reading
    - Amira Suite
    - HMH Suite
    - Library Resources
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilized 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 Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

## Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration;
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

## Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- 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 rhythm and Orff 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 the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- 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.
- 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.