Cypress-Fairbanks Independent School District

Black Elementary School

2022-2023

Mission Statement

The staff at Black Elementary believes that all students can learn regardless of level of ability, environment or ethnicity. Our mission is to collaborate with staff, students, families and community members to provide a safe, nurturing environment, set high academic and behavioral standards, respect diversity, and promote life-long learning. The Black Elementary student will be: an effective communicator; a competent problem solver; a self-directed learner; a responsible citizen, and a quality producer.

Vision

Educating the whole child: mind, body and spirit.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

The 2020-21 State Accountability System report denoted the following STAAR performance for all student groups and content areas combined:

Approaches Grade Level: 71%

Meets Grade Level: 41%

Masters Grade Level: 23%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our ED, LEP and SPED students consistently score lower than our target goals across the grade levels.   **Root Cause:** RLA: Teachers need to build student's understanding of social and academic vocabulary and build schema through modeling, and direct/explicit instruction which is done in small group lessons.

Problem Statement 2: Math: Our ED, LEP and SPED students consistently score lower than our target goals across grade levels.   **Root Cause:** Math: Teachers need to build student's understanding of social and academic vocabulary and build schema through modeling, and direct/explicit instruction which is done in small group lessons.

Problem Statement 3: Science: Our LEP students consistently score lower than all other sub populations in 5th grade.   **Root Cause:** Science: Teachers need to provide students with hands-on experiences while encouraging the use of strong academic language.

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

Black Elementary continues to implement all safety procedures and maintains a productive and safe environment for all staff and students. All emergency operation practices are implemented and all drills are completed.

Other strengths include:

In 2021-2022 our office referrals decreased significantly in 4th and 5th grade from the previous year.

Overall suspensions and removals decreased as well.

Social Skills and PBIS expectations were explicitly taught during Social Circle each day and positively reinforced on a regular basis through Bearkat Bucks, PICK 6 and Bearkat Elite. From January 2021-May 5, 2021, Mrs. Mote made six positive phone calls home EACH day based on teacher nominations. Students' names were announced each morning and then phone calls were made throughout the day. Students received a certificate and signed the window outside the principal's office. Regular Bearkat Elite celebrations motivated students to reach and maintain this status in the spring and we will be implementing this program sooner this year.

According to EBS survey, 91% of the surveyed feel there are procedures in place to address emergency/dangerous situations, 91% say a school administrator is an active participant in the support team and 97% say that expected student behaviors and routines in classrooms are stated positively and defined clearly. All of these are above the norms.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Schoolwide discipline procedures inclusive of PBIS strategies are not consistently implemented. **Root Cause:** School Culture and Climate: Staff needs additional training and resources to support PBIS and behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All of our teachers are highly qualified. Teachers participate in specific professional development opportunities based on student/campus needs which results in not only the growth of our teachers' best practices, but there is an increase in student achievement as indicated on STAAR and district assessments.

We include teachers and additional staff on interview panels for our openings. Teacher input is imperative as we continue to fill the campus with highly qualified staff members who share the same goals and vision for educating our students. Staff are committed to the campus vision and strive to live it out in their daily interactions with the students.

CF-TESS gives teachers the opportunity to set goals that impact their overall growth as an educator. Teachers continue to learn and implement best practices in order to meet the specific needs of their students. Teachers primarily set goals to provide more differentiated and student-centered instruction in order to best meet the needs of the students. Campus administrators provided timely and specific feedback regarding instructional practices. Professional development opportunities are provided throughout the year based on teacher and student needs across all grade levels and content areas.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance is still below 97%.   **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals need to better understand the value of attendance and the effect it has on students.

Parent and Community Engagement

Parent and Community Engagement Strengths

We have active business partners who support our school: HEB, Marco's Pizza, Kroger, Spring Creek BBQ and Chick-Fil-A. HEB provides anti-bullying lessons to our Kindergarten and 2nd graders, supports our Family Night with snacks and prizes, participates on CPOC and additional financial support throughout the year. Spring Creek BBQ, Marco's pizza and Chick-Fil-A give us the opportunity to have regular spirit nights which provide funds back to the school. Kroger has their give back program as well.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Decrease in number of volunteer hours. **Root Cause:** Parent and Community Engagement: We need to provide volunteer opportunities to our working parents.

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		

Strategy 1: RLA:
-Staff will be utilizing monitoring notebooks to track individual student progress.
-We will use data from our notebooks, checkpoints, observations and benchmarks to create and adjust small group lessons to meet the needs of individual students.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Small group instruction will result in increased student performance.
    Staff Responsible for Monitoring: IS, Classroom Teachers, Administrators
	Formative		

	Nov	Feb	May
	85%	95%	95%

Strategy 2 Details	Formative Reviews		

Strategy 2: Math:
-Staff will be utilizing monitoring notebooks to track individual student progress.
-We will use data from our notebooks, checkpoints, observations and benchmarks to create and adjust small group lessons to meet the needs of individual students.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Small group instruction will result in increased student performance.
    Staff Responsible for Monitoring: IS, Math Teachers, Administrators
	Formative		

	Nov	Feb	May
	85%	95%	95%

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Provide hands on instruction and activities to develop connections to the learning.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Science teachers, IS, Administrators
	Formative		

	Nov	Feb	May
	90%	100%	100%

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	60%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: small group instruction on differentiated skills as well as planned activities for those not in small group to be spiralling learning.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Classroom Teachers, IS's, Administrators	90%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Tutoring	**Formative**		
Strategy's Expected Result/Impact: Students who fail the BOY benchmark or previous year STAAR will attend tutoring and will show an 10% increase in testing results on the MOY or EOY test respectively.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, IS's, AP's, Teachers	N/A	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Specialist (PK/K/1)	**Formative**		
Strategy's Expected Result/Impact: 90% of students in grades PK/K/1 will make a years growth in academics which will be measured by IRL, mClass, MAP and EOY testing.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Provide Plan4ward (Lead4ward training) for teachers.	**Formative**		
Strategy's Expected Result/Impact: Students who did not pass the 2022 STAAR test in grades 3 and 4 will improve their STAAR scores by 8% on the 2023 test.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Students who are below level based on either STAAR 2022 or district BOY/MOY testing will receive small group instruction before school.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student will improve on their 2022-2023 STAAR score to approaches level standards. **Staff Responsible for Monitoring:** Principal, Assistant Principal, IS's, teachers	N/A	90%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All staff will be trained in the district's safety policies.	**Formative**		
Strategy's Expected Result/Impact: Executing the district safety policies will create a safe environment for our students to grow and learn. **Staff Responsible for Monitoring:** Administrators	**Nov**	**Feb**	**May**
	100%	100%	100%
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**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Administrators	**Nov**	**Feb**	**May**
	50%	90%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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 94% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Attendance will be tracked monthly.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 94%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Registrar, Administrators and classroom teachers	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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 5%.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Staff will use teachable moments and give students tools to make appropriate choices in regards to their behavior. (conflict resolution, BBR, PBIS, Sanford Harmony, restorative practice continuum)	**Formative**		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.	Nov	Feb	May
Staff Responsible for Monitoring: Teachers, Administrators, Staff, DMC specialist	50%	90%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: Staff will seek alternative disciplinary consequences in lieu of in school suspension when appropriate.	**Formative**		
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 5%.	Nov	Feb	May
Staff Responsible for Monitoring: Administrators, teachers, DMC Specialist, Staff	50%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Staff will seek alternative disciplinary consequences in lieu of outs of school suspension when appropriate.	**Formative**		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 1%.	Nov	Feb	May
Staff Responsible for Monitoring: Administrators, Teachers, Staff, DMC specialist	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: In order reduce the number of discretionary placements of African American students we will implement restorative practices and implement alternative disciplinary consequences in lieu of SOS.	**Formative**		
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.	Nov	Feb	May
Staff Responsible for Monitoring: Teachers, Administrators, DMC specialist, Staff	100%	100%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: Violence Prevention: Our campus will continue to use and teach, Project safety, PBIS, BOTB district character education, Red Ribbon week for drug awareness, and Sanford Harmony prevention trainings to promote positive behaviors over violence.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Administrators, Counselors, DMC specialist, teachers, staff
	Formative		

	Nov	Feb	May
	100%	100%	100%

0% No Progress	100% 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 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff attendance will be monitored each month. Staff with a 99% or higher attendance rate will be recognized in the staff bulletin.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. **Staff Responsible for Monitoring:** Principal, Campus Secretary	50%	75%	100%
_{0%} No Progress _{100%} 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, 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: Exceeded Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development: Teachers will be provided with opportunities to attend professional development in areas of classroom management, content specific, social-emotional learning and virtual instructional models.
    Strategy's Expected Result/Impact: Teachers who attend these professional development opportunities will be able to implement strategies in their classrooms immediately, thus positively impacting students learning.
    Staff Responsible for Monitoring: Administrators, IS's
	Formative		

	Nov	Feb	May
	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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 be as involved as possible while following COVI19 procedures.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Provide a variety of volunteer opportunities in which to engage parents and families both in person and virtually.	**Formative**		
Strategy's Expected Result/Impact: Parent and family engagement will continue in increase from previous covid impacted years.	**Nov**	**Feb**	**May**
	85%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Kyla Mote	Principal
Administrator	Latish Idlebird	Assistant Principal
Administrator	Chesse' McDaris	Assistant Principal
Administrator	Josie Flores	Instructional Specialist
Administrator	Blake Harris	Instructional Specialist
Administrator	Laurie Kissamis	Instructional Specialist
District-level Professional	Ashley Clayburn	Assistant Superintendent District Improvement and Accountability
Paraprofessional	Debbie Conner	Campus Secretary
Non-classroom Professional	Nancy Payne	Campus Nurse
Non-classroom Professional	Tiffany Bowles	Librarian/Media Specialist
Administrator	Karen Rhymes	Counselor
Administrator	Laura Hernandez	Counselor
Administrator	Michelle Fernandez	Testing Coordinator
Parent	Jamie Roberts	Parent
Classroom Teacher	Korra Williams	Prek Teacher
Classroom Teacher	Gale Cook	Kinder Teacher
Classroom Teacher	Carol George	1st Grade Teacher
Classroom Teacher	Estrella Gonzalez	2nd Grade Teacher
Classroom Teacher	Amie Wilson	3rd Grade Teacher
Classroom Teacher	Nicole Tremper	Classroom Teacher
Classroom Teacher	Kim Bridges	5th Grade Teacher
Non-classroom Professional	Julie Corrigan	Dyslexia/RE Teacher
Classroom Teacher	Jason Olszewski	Music Teacher
Paraprofessional	Renee Motl	Paraprofessional
Parent	Melissa Poole	Parent

Addendums

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Black	All	184	153	83%	85%	74%	91	49%	51%	44%	47	26%	28%	18%
Math	3	Black	Hispanic	61	48	79%	81%	58%	25	41%	43%	31%	12	20%	22%	9%
Math	3	Black	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Black	Asian	17	16	94%	95%	82%	13	76%	78%	64%	8	47%	49%	*
Math	3	Black	African Am.	20	14	70%	75%	61%	8	40%	42%	19%	4	20%	22%	*
Math	3	Black	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Black	White	76	66	87%	90%	93%	41	54%	56%	63%	21	28%	30%	24%
Math	3	Black	Two or More	9	8	89%	90%	100%	4	44%	46%	73%	2	22%	24%	45%
Math	3	Black	Eco. Dis.	83	63	76%	78%	61%	33	40%	42%	29%	15	18%	20%	10%
Math	3	Black	Emergent Bilingual	36	27	75%	76%	58%	10	28%	30%	27%	6	17%	19%	*
Math	3	Black	At-Risk	99	70	71%	75%	59%	30	30%	32%	25%	11	11%	13%	5%
Math	3	Black	SPED	18	12	67%	70%	47%	4	22%	24%	*	0	0%	2%	*
Math	4	Black	All	155	118	76%	80%	76%	69	45%	47%	55%	31	20%	22%	32%
Math	4	Black	Hispanic	48	37	77%	80%	72%	18	38%	40%	46%	4	8%	10%	22%
Math	4	Black	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Black	Asian	11	11	100%	100%	89%	8	73%	75%	74%	4	36%	38%	63%
Math	4	Black	African Am.	17	9	53%	55%	56%	4	24%	26%	32%	1	6%	8%	*
Math	4	Black	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Black	White	71	55	77%	80%	81%	37	52%	54%	65%	21	30%	32%	39%
Math	4	Black	Two or More	7	5	71%	75%	100%	1	14%	16%	75%	1	14%	16%	*
Math	4	Black	Eco. Dis.	65	43	66%	70%	63%	24	37%	39%	46%	9	14%	16%	24%
Math	4	Black	Emergent Bilingual	25	19	76%	78%	71%	13	52%	54%	45%	5	20%	22%	24%
Math	4	Black	At-Risk	87	61	70%	75%	60%	30	34%	36%	36%	10	11%	13%	17%
Math	4	Black	SPED	20	8	40%	45%	45%	0	0%	2%	*	0	0%	2%	*
Math	5	Black	All	178	152	85%	86%	85%	118	66%	68%	59%	65	37%	39%	28%
Math	5	Black	Hispanic	63	50	79%	80%	79%	34	54%	56%	45%	17	27%	29%	15%
Math	5	Black	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Black	Asian	9	7	78%	80%	100%	7	78%	80%	100%	6	67%	69%	50%
Math	5	Black	African Am.	21	16	76%	78%	78%	11	52%	54%	35%	3	14%	16%	22%
Math	5	Black	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Black	White	76	71	93%	94%	89%	58	76%	78%	70%	37	49%	51%	37%
Math	5	Black	Two or More	8	7	88%	89%	90%	7	88%	90%	60%	2	25%	27%	*
Math	5	Black	Eco. Dis.	76	64	84%	85%	81%	44	58%	60%	52%	23	30%	32%	22%
Math	5	Black	Emergent Bilingual	31	24	77%	78%	79%	15	48%	50%	47%	5	16%	18%	*
Math	5	Black	At-Risk	117	96	82%	84%	79%	64	55%	57%	44%	29	25%	27%	15%
Math	5	Black	SPED	18	9	50%	53%	53%	1	6%	8%	*	0	0%	2%	*
Reading	3	Black	All	184	157	85%	88%	84%	113	61%	63%	56%	76	41%	43%	24%

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Black	Hispanic	61	50	82%	84%	81%	30	49%	51%	40%	19	31%	33%	13%
Reading	3	Black	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Black	Asian	17	14	82%	84%	82%	12	71%	73%	64%	9	53%	55%	*
Reading	3	Black	African Am.	20	17	85%	87%	72%	12	60%	62%	53%	4	20%	22%	22%
Reading	3	Black	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Black	White	76	66	87%	89%	90%	53	70%	72%	65%	40	53%	55%	29%
Reading	3	Black	Two or More	9	9	100%	100%	100%	5	56%	58%	100%	4	44%	46%	64%
Reading	3	Black	Eco. Dis.	83	71	86%	88%	77%	43	52%	54%	41%	25	30%	32%	18%
Reading	3	Black	Emergent Bilingual	36	26	72%	75%	82%	15	42%	44%	36%	6	17%	19%	13%
Reading	3	Black	At-Risk	99	73	74%	75%	71%	39	39%	41%	33%	19	19%	21%	11%
Reading	3	Black	SPED	18	10	56%	58%	50%	3	17%	19%	*	3	17%	19%	*
Reading	4	Black	All	154	137	89%	90%	83%	100	65%	67%	55%	59	38%	40%	29%
Reading	4	Black	Hispanic	48	40	83%	84%	78%	26	54%	56%	43%	17	35%	37%	20%
Reading	4	Black	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Black	Asian	10	10	100%	100%	89%	8	80%	82%	74%	3	30%	32%	58%
Reading	4	Black	African Am.	17	13	76%	78%	68%	7	41%	43%	48%	5	29%	31%	*
Reading	4	Black	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Black	White	71	66	93%	94%	88%	52	73%	75%	64%	31	44%	46%	34%
Reading	4	Black	Two or More	7	7	100%	100%	100%	6	86%	88%	63%	2	29%	31%	*
Reading	4	Black	Eco. Dis.	64	53	83%	84%	77%	33	52%	54%	46%	16	25%	27%	20%
Reading	4	Black	Emergent Bilingual	25	23	92%	93%	76%	15	60%	62%	38%	8	32%	34%	24%
Reading	4	Black	At-Risk	86	71	83%	84%	67%	42	49%	51%	28%	19	22%	24%	17%
Reading	4	Black	SPED	20	8	40%	50%	50%	1	5%	7%	*	1	5%	7%	*
Reading	5	Black	All	178	154	87%	88%	88%	119	67%	69%	65%	93	52%	54%	41%
Reading	5	Black	Hispanic	63	50	79%	80%	87%	38	60%	62%	55%	27	43%	45%	26%
Reading	5	Black	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Black	Asian	9	8	89%	90%	100%	7	78%	80%	83%	7	78%	80%	58%
Reading	5	Black	African Am.	21	19	90%	91%	74%	12	57%	59%	57%	8	38%	40%	35%
Reading	5	Black	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Black	White	76	69	91%	92%	90%	54	71%	73%	71%	46	61%	63%	52%
Reading	5	Black	Two or More	8	7	88%	90%	100%	7	88%	90%	60%	5	63%	65%	*
Reading	5	Black	Eco. Dis.	76	62	82%	84%	83%	45	59%	61%	56%	33	43%	45%	30%
Reading	5	Black	Emergent Bilingual	31	23	74%	75%	82%	15	48%	50%	53%	7	23%	25%	21%
Reading	5	Black	At-Risk	117	94	80%	81%	81%	67	57%	59%	55%	45	38%	40%	26%
Reading	5	Black	SPED	18	8	44%	46%	37%	3	17%	19%	*	1	6%	8%	*
Science	5	Black	All	178	144	81%	83%	76%	95	53%	55%	37%	53	30%	32%	16%
Science	5	Black	Hispanic	63	45	71%	73%	64%	22	35%	37%	28%	12	19%	21%	*

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Science	5	Black	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Black	Asian	9	8	89%	90%	100%	5	56%	58%	58%	5	56%	58%	*
Science	5	Black	African Am.	21	14	67%	70%	61%	8	38%	40%	30%	3	14%	16%	*
Science	5	Black	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Black	White	76	69	91%	92%	86%	53	70%	72%	44%	29	38%	40%	23%
Science	5	Black	Two or More	8	7	88%	90%	60%	6	75%	77%	*	4	50%	52%	*
Science	5	Black	Eco. Dis.	76	56	74%	75%	65%	32	42%	44%	26%	16	21%	23%	8%
Science	5	Black	Emergent Bilingual	31	19	61%	63%	65%	6	19%	21%	18%	2	6%	8%	*
Science	5	Black	At-Risk	117	87	74%	76%	64%	46	39%	41%	24%	22	19%	21%	6%
Science	5	Black	SPED	18	6	33%	50%	37%	1	6%	8%	*	1	6%	8%	*

Early Childhood Literacy Board Outcome Goal

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

	BLACK	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All** — Target and Actual Rate	58%	41%	60%	62%	62%	65%	68%
	Total Number Meets or Higher		61		108			
	Total Number Tested		149		174			
	Points away from or above target		-17		+2			
	Difference from Prior Year				+21			
	Growth from Prior Year				51%			
	Hispanic — Target and Actual Rate	47%	28%	49%	49%	51%	54%	57%
	Total Number Meets or Higher		15		29			
	Total Number Tested		53		59			
	Points away from or above target		-19		0			
	Difference from Prior Year				+21			
	Growth from Prior Year				75%			
	White — Target and Actual Rate	65%	51%	67%	70%	69%	72%	75%
	Total Number Meets or Higher		34		52			
	Total Number Tested		67		74			
	Points away from or above target		-14		+3			
	Difference from Prior Year				+19			
	Growth from Prior Year				37%			
	Eco. Disadv. — Target and Actual Rate	45%	25%	47%	52%	49%	52%	55%
	Total Number Meets or Higher		14		40			
	Total Number Tested		56		77			
	Points away from or above target		-20		+5			
	Difference from Prior Year				+27			
	Growth from Prior Year				108%			
	EL (Current & Monitored) — Target and Actual Rate	43%	35%	45%	47%	47%	50%	53%
	Total Number Meets or Higher		14		21			
	Total Number Tested		40		45			
	Points away from or above target		-8		+2			
	Difference from Prior Year				+12			
	Growth from Prior Year				34%			
	Cont. Enrolled — Target and Actual Rate	61%	41%	63%	65%	65%	68%	71%
	Total Number Meets or Higher		50		94			
	Total Number Tested		123		144			
	Points away from or above target		-20		+2			
	Difference from Prior Year				+24			
	Growth from Prior Year				59%			
	Non-Cont. Enrolled — Target and Actual Rate	44%	42%	46%	47%	48%	51%	54%
	Total Number Meets or Higher		11		14			
	Total Number Tested		26		30			
	Points away from or above target		-2		+1			
	Difference from Prior Year				+5			
	Growth from Prior Year				12%			

Early Childhood Math Board Outcome Goal

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

		BLACK	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	**All**	Target and Actual Rate	50%	23%	52%	51%	54%	57%	60%
		Total Number Meets or Higher		34		89			
		Total Number Tested		149		174			
		Points away from or above target		-27		-1			
		Difference from Prior Year				+28			
		Growth from Prior Year				122%			
	Hispanic	Target and Actual Rate	45%	9%	47%	44%	49%	52%	55%
		Total Number Meets or Higher		5		26			
		Total Number Tested		53		59			
		Points away from or above target		-36		-3			
		Difference from Prior Year				+35			
		Growth from Prior Year				389%			
	White	Target and Actual Rate	57%	33%	59%	54%	61%	64%	67%
		Total Number Meets or Higher		22		40			
		Total Number Tested		67		74			
		Points away from or above target		-24		-5			
		Difference from Prior Year				+21			
		Growth from Prior Year				64%			
	Eco. Disadv.	Target and Actual Rate	42%	13%	44%	43%	46%	49%	52%
		Total Number Meets or Higher		7		33			
		Total Number Tested		56		77			
		Points away from or above target		-29		-1			
		Difference from Prior Year				+30			
		Growth from Prior Year				231%			
	EL (Current & Monitored)	Target and Actual Rate	35%	15%	37%	38%	39%	42%	45%
		Total Number Meets or Higher		6		17			
		Total Number Tested		40		45			
		Points away from or above target		-20		+1			
		Difference from Prior Year				+23			
		Growth from Prior Year				153%			
	Cont. Enrolled	Target and Actual Rate	54%	24%	56%	54%	58%	61%	64%
		Total Number Meets or Higher		29		78			
		Total Number Tested		123		144			
		Points away from or above target		-30		-2			
		Difference from Prior Year				+30			
		Growth from Prior Year				125%			
	Non-Cont. Enrolled	Target and Actual Rate	33%	19%	35%	37%	37%	40%	43%
		Total Number Meets or Higher		5		11			
		Total Number Tested		26		30			
		Points away from or above target		-14		+2			
		Difference from Prior Year				+18			
		Growth from Prior Year				95%			

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.

Updated July 2020 / HB

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 (2nd-5th)
        - 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 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 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, 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 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.