Cypress-Fairbanks Independent School District

Francone Elementary School

2022-2023

Mission Statement

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

Vision

Our Francone Falcons deserve the opportunity to SOAR in life. It is our commitment to enrich their educational foundation and provide limitless opportunities.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: **In May 2022, the campus reviewed preliminary data gathered from Benchmarks and end of year assessments, such as reading levels, and identified areas of need. From there, a root cause analysis was done, and strategies were selected to address the areas of need. Once STAAR data was received, the CPOC committee analyzed the data to determine areas of need and reviewed the previously selected strategies to ensure that all areas of need (whether from district assessments or STAAR0 were being addressed.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **May 20, 2022 and September 8, 2022**

In summary, the comprehensive needs assessment denotes the following: **An area of need is building enthusiasm around reading, as well as growing teacher capacity in guided reading based on End of Year Reading Levels. An additional area of need in all content areas, but particularly in math, is more frequent formative assessment in order to ensure students are mastering concepts as they are taught as evidenced by STAAR data.**

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on **MAY 20, 2022** and **SEPTEMBER 8, 2022** to develop the CNA and the strategies. Those meetings were held in the **via Zoom in May 2022 and in room 403 in September 2022** starting at **7:50 AM**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: accessed end of year data via a shared drive and worked in small groups based on content areas or roles to determine both strengthens and areas to address. Those reflections were recorded for the group. From the areas to address, we then formulated strategies to address our greatest needs.

Based on feedback from the committee, the campus has the following priorities for the current school year:

- Increase reading performance (74 students ended the year reading below level in 1st grade).
- Enhance formative assessment opportunities to ensure students are mastering objectives as they are being taught (Math: 4th grade students in math were at 48% approaches on their mid-year benchmark.)

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

- 3-5 grade students on STAAR tests grew in all tested subject areas from mid-year Benchmark assessments at all passing levels.

- 5th grade students in both math and reading increased their STAAR passing percentages by more than 15 points from the previous year.

-4th grade teachers increased their math passing percentage by over 30 points from the previous year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: 74 students ended the year reading below level in 1st grade. **Root Cause:** RLA: Additional, targeted opportunities are needed to teach more effective small group instruction.

Problem Statement 2: Math: 4th grade students in math were at 48% approaches on their mid-year benchmark. **Root Cause:** Additional opportunities are needed for students to demonstrate knowledge through formative assessments.

Problem Statement 3: Science: 5th graders at Benchmark were performing at 62% approaches. **Root Cause:** Science: Lessons need to continue to incorporate hands-on and authentic, real world learning opportunities.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** We struggled to adapt to instructional methods needed to facilitate virtual learning necessitated by COVID.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

- Students had additional opportunities for positive reinforcement through participation in SOAR squad celebrations, SOAR awards, and positive office referrals.
- All safety drills were conducted as scheduled.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: While overall student discipline data saw a decrease, our greatest number of incidents stemmed from bus behavior and/or physical contact between students. **Root Cause:** School Culture and Climate: We need to provide explicit instruction centered around conflict resolution and cool down strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Vertical planning opportunities were offered and attended.
- SIBME video coaching was utilized to help grow teacher capacity.
- New teachers were given differentiated learning opportunities and a mentorship program.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There was an increase in staff absence rates from the previous year.   **Root Cause:** Teacher/Paraprofessional Attendance: Extended absences were required due to COVID-19.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Analytics showed a steady increase in the number of viewers accessing our campus newsletter each month.
- There is a consistent increase in the number of engagements on our Facebook posts.
- Parents attended and shared input during several parent events hosted throughout the school year.
- Our One School,One Book Night was a school-wide reading celebration.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Fewer parent involvement opportunities were offered last school year.   **Root Cause:** Parent and Community Engagement: We need to offer a variety of events and resources that can engage a wide variety of parents (those with tech and without, those able to attend in person events and those who cannot, 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		
Strategy 1: RLA: We will increase motivation for reading across the campus by providing students with authentic texts in both classroom and school-wide libraries, offering flexible reading spaces, and providing struggling readers additional interventions and supports, such as small group instruction with the reading transition specialist, opportunities to hear from authors and storytellers, and provide access to summer reading. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialists, Librarian, Principal	Formative		
	Nov	Feb	May
	75%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Provide additional opportunities for formative assessment through the use of web-based programs and hands on learning opportunities. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialists, APs	Formative		
	Nov	Feb	May
	80%	90%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Provide hands-on learning opportunities through labs and simulated experiences through whole-group and small group learning opportunities. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Instructional Specialist, APs	Formative		
	Nov	Feb	May
	80%	90%	90%

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. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	30%	90%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: small group remediation and/or acceleration, as needed, supported by additional push-in supports for grades 3-5. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.	Formative		
	Nov	Feb	May
	80%	90%	90%

Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Action Based Learning Lab, STEM lab, student organizations, and Student Leadership celebrations. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	40%	90%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: At-risk, Economically Disadvantaged 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:** 1) Long-Term temporary worker will allow for interventions to take place during all Closing the Gaps/TSGI times, as well as during 3rd, 4th, and 5th large group. 2) Incentives and reinforcers will increase student motivation to ensure assessment targets are met. 3) Consumable instructional supplies will allow us to facilitate lessons that are designed to ensure meet or exceed targets on state assessments. 4) Two third grade teacher salaries will allow us to create smaller class sizes in an effort to facilitate accelerated growth in reading levels. 5) Funding Professional Development opportunities will allow teachers to enhance their skillset to meet the needs of all learners. **Staff Responsible for Monitoring:** Administrative Team	Formative		
	Nov	Feb	May
	50%	65%	85%

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: Tutorials	**Formative**		
Strategy's Expected Result/Impact: Students attending after school tutorials will pass end of year benchmarks with a passing standard of 80% Approaches, 50% Meets, and 30% Masters.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area interventionist (ELAR)	**Formative**		
Strategy's Expected Result/Impact: 90% of EB students will advance one performance level.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	50%	85%	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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	50%	75%	75%
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: Complete Project Safety Lessons and provide access to reflective activities through guidance lessons.	Formative		
Strategy's Expected Result/Impact: A 5% decrease in office referrals from the 2021-2022.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals	30%	45%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Nov	Feb	May
Staff Responsible for Monitoring: APs	50%	75%	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 95% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance: Track attendance in weekly administrative meetings and collaborate with classroom teachers and parents to ensure students are attending instruction.
    Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%
    Staff Responsible for Monitoring: Counselors, APs, Teachers
	Formative		

	Nov	**Feb**	**May**
	40%	60%	70%
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

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Class Meetings will take place on a weekly basis to facilitate SEL.	Formative		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%. **Staff Responsible for Monitoring:** Behavior Interventionist, APs	Nov	Feb	May
	70%	75%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: Offer small group guidance opportunities to students whose classroom behavior demonstrates a need.	Formative		
Strategy's Expected Result/Impact: In School Suspensions for all students will be reduced by 5%. **Staff Responsible for Monitoring:** Counselors, Behavior Interventionist	Nov	Feb	May
	25%	90%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Offer small group SEL learning opportunities centered around controlling anger and conflict resolution.	Formative		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 2%. **Staff Responsible for Monitoring:** APs, Counselor, BI	Nov	Feb	May
	25%	90%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: Work with teachers and students to create behavioral contracts with at-risk students that incentivize positive choices.	Formative		
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.	Nov	Feb	May
	40%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Offer small group restorative opportunities centered around controlling anger and conflict resolution.	**Formative**		
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors	**Nov**	**Feb**	**May**
	50%	60%	85%

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 2022-2023 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		
Strategy 1: Teacher/Paraprofessional Attendance: Recognize staff members who demonstrate exemplary attendance each nine weeks.			**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .25%.			**Nov**	**Feb**	**May**
			40%	90%	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 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: District Professional Development Opportunities, Region IV Professional Development Opportunities, as well as additional opportunities that may be aligned with our most at-risk populations. **Strategy's Expected Result/Impact:** Meet or exceed targets for each state assessment.	**Formative**		
	Nov	**Feb**	**May**
	50%	65%	90%

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 increase by 1%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Formative Reviews		

Strategy 1: Parent and Family Engagement: Host high quality parent involvement events, advertising each event or activity through a variety of communication methods including: Smore Newsletters, School Messenger Emails, Remind messages, and Facebook.
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%.
    Staff Responsible for Monitoring: Principal, APs, Teachers
		Formative		

		Nov	**Feb**	**May**
		50%	70%	85%
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

2022-2023 CPOC

Committee Role	Name	Position
Principal	Melissa Martin	Principal
Classroom Teacher	Dora Cabrera	Teacher #1
Classroom Teacher	Tijuana Guidry	Teacher #2
Classroom Teacher	Margaret Choi	Teacher #3
Classroom Teacher	Tatiary Ozuna Lawson	Teacher #4
Classroom Teacher	Margaret Hernandez	Teacher #5
Classroom Teacher	Yae Ji Kim	Teacher #6
Classroom Teacher	Julie Henry	Teacher #7
Classroom Teacher	Mary Marsh	Teacher #8
Non-classroom Professional	Kimberly Thibeaux	Other School Leader #1
Non-classroom Professional	Brittany Thompson	Other School Leader #2
Non-classroom Professional	Keirstin Secrest	Other School Leader #3
Non-classroom Professional	Porcha Mays	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Kenneth Henry	Administrator (LEA) #2
Parent	Nicole Herrera	Parent #1
Parent	Michelle Llorance	parent #2
Community Representative	Sally Arce	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	Nicholas Hutchinson	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Lynne Weixel	Paraprofessional #1
Paraprofessional	add name	Paraprofessional #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 #	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	Francone	All	124	74	60%	80%	61%	30	24%	40%	37%	12	10%	12%	8%
Math	3	Francone	Hispanic	54	28	52%	80%	65%	12	22%	40%	44%	9	17%	20%	*
Math	3	Francone	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Francone	Asian	5	5	100%	100%	*	3	60%	70%	*	1	20%	23%	*
Math	3	Francone	African Am.	51	32	63%	80%	51%	11	22%	40%	27%	2	4%	15%	*
Math	3	Francone	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Francone	White	7	5	71%	80%	*	1	14%	30%	*	0	0%	10%	*
Math	3	Francone	Two or More	7	4	57%	70%	*	3	43%	50%	*	0	0%	10%	*
Math	3	Francone	Eco. Dis.	106	63	59%	80%	57%	24	23%	40%	34%	10	9%	10%	6%
Math	3	Francone	Emergent Bilingual	19	8	42%	70%	68%	3	16%	40%	27%	0	0%	10%	*
Math	3	Francone	At-Risk	91	46	51%	70%	55%	16	18%	30%	24%	5	5%	10%	*
Math	3	Francone	SPED	12	1	8%	15%	*	0	0%	20%	*	0	0%	10%	*
Math	4	Francone	All	123	77	63%	80%	57%	32	26%	40%	28%	10	8%	10%	10%
Math	4	Francone	Hispanic	55	40	73%	80%	49%	16	29%	40%	23%	4	7%	10%	*
Math	4	Francone	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Francone	Asian	*	*	*	*	83%	*	*	*	*	*	*	*	*
Math	4	Francone	African Am.	50	21	42%	70%	58%	6	12%	40%	29%	2	4%	10%	*
Math	4	Francone	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Francone	White	9	8	89%	100%	86%	5	56%	60%	*	2	22%	30%	*
Math	4	Francone	Two or More	5	5	100%	100%	*	2	40%	50%	*	1	20%	30%	*
Math	4	Francone	Eco. Dis.	111	69	62%	80%	55%	31	28%	40%	25%	10	9%	15%	8%
Math	4	Francone	Emergent Bilingual	28	23	82%	90%	53%	7	25%	40%	26%	2	7%	15%	*
Math	4	Francone	At-Risk	76	41	54%	70%	51%	14	18%	30%	21%	3	4%	10%	*
Math	4	Francone	SPED	23	6	26%	40%	*	3	13%	30%	*	2	9%	15%	*
Math	5	Francone	All	125	99	79%	90%	82%	53	42%	50%	43%	18	14%	18%	10%
Math	5	Francone	Hispanic	65	55	85%	88%	88%	33	51%	60%	53%	10	15%	50%	16%
Math	5	Francone	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Francone	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Francone	African Am.	43	28	65%	80%	73%	9	21%	40%	24%	2	5%	10%	*
Math	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Francone	White	7	7	100%	100%	*	5	71%	80%	*	2	29%	35%	*
Math	5	Francone	Two or More	5	4	80%	90%	*	2	40%	50%	*	1	20%	30%	*
Math	5	Francone	Eco. Dis.	109	86	79%	88%	82%	46	42%	50%	46%	14	13%	20%	11%
Math	5	Francone	Emergent Bilingual	28	21	75%	80%	82%	14	50%	60%	48%	6	21%	30%	*
Math	5	Francone	At-Risk	95	78	82%	88%	80%	44	46%	60%	33%	13	14%	30%	*
Math	5	Francone	SPED	14	7	50%	60%	67%	2	14%	30%	28%	2	14%	20%	*
Reading	3	Francone	All	124	86	69%	80%	67%	56	45%	50%	48%	29	23%	30%	15%
Reading	3	Francone	Hispanic	54	35	65%	80%	68%	22	41%	50%	45%	12	22%	30%	13%
Reading	3	Francone	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Francone	Asian	5	5	100%	100%	*	3	60%	70%	*	1	20%	30%	*
Reading	3	Francone	African Am.	51	35	69%	80%	64%	22	43%	50%	52%	13	25%	30%	11%
Reading	3	Francone	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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	Francone	White	7	6	86%	90%	*	4	57%	60%	*	1	14%	30%	*
Reading	3	Francone	Two or More	7	5	71%	80%	*	5	71%	80%	*	2	29%	30%	*
Reading	3	Francone	Eco. Dis.	106	73	69%	80%	64%	48	45%	50%	45%	23	22%	30%	9%
Reading	3	Francone	Emergent Bilingual	19	8	42%	50%	59%	4	21%	40%	23%	1	5%	20%	*
Reading	3	Francone	At-Risk	91	58	64%	70%	45%	34	37%	50%	20%	14	15%	30%	*
Reading	3	Francone	SPED	12	4	33%	40%	*	1	8%	20%	*	1	8%	20%	*
Reading	4	Francone	All	123	85	69%	80%	62%	53	43%	50%	29%	15	12%	20%	11%
Reading	4	Francone	Hispanic	55	40	73%	80%	54%	26	47%	50%	21%	8	15%	20%	12%
Reading	4	Francone	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Francone	Asian	*	*	*	*	83%	*	*	*	*	*	*	*	*
Reading	4	Francone	African Am.	50	28	56%	70%	67%	16	32%	40%	31%	5	10%	20%	*
Reading	4	Francone	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Francone	White	9	8	89%	90%	86%	6	67%	75%	*	2	22%	30%	*
Reading	4	Francone	Two or More	5	5	100%	100%	*	2	40%	50%	*	0	0%	10%	*
Reading	4	Francone	Eco. Dis.	111	78	70%	80%	59%	50	45%	50%	25%	14	13%	20%	9%
Reading	4	Francone	Emergent Bilingual	28	17	61%	70%	47%	12	43%	50%	*	2	7%	20%	*
Reading	4	Francone	At-Risk	76	49	64%	70%	51%	27	36%	45%	20%	4	5%	10%	9%
Reading	4	Francone	SPED	23	11	48%	60%	*	5	22%	30%	*	0	0%	10%	*
Reading	5	Francone	All	125	94	75%	80%	74%	64	51%	60%	45%	38	30%	40%	17%
Reading	5	Francone	Hispanic	65	49	75%	80%	78%	34	52%	60%	49%	21	32%	40%	20%
Reading	5	Francone	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Francone	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Francone	African Am.	43	29	67%	80%	63%	18	42%	5000%	33%	7	16%	30%	*
Reading	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Francone	White	7	7	100%	100%	*	5	71%	80%	*	4	57%	70%	*
Reading	5	Francone	Two or More	5	4	80%	90%	83%	4	80%	88%	*	3	60%	70%	*
Reading	5	Francone	Eco. Dis.	109	83	76%	80%	75%	57	52%	60%	46%	33	30%	40%	18%
Reading	5	Francone	Emergent Bilingual	28	18	64%	80%	67%	8	29%	40%	36%	7	25%	40%	18%
Reading	5	Francone	At-Risk	95	70	74%	80%	67%	49	52%	60%	34%	29	31%	40%	11%
Reading	5	Francone	SPED	14	6	43%	60%	44%	4	29%	40%	*	1	7%	15%	*
Science	5	Francone	All	125	81	65%	80%	54%	39	31%	40%	27%	19	15%	20%	10%
Science	5	Francone	Hispanic	65	46	71%	80%	59%	24	37%	40%	31%	14	22%	30%	14%
Science	5	Francone	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Francone	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Francone	African Am.	43	20	47%	60%	39%	7	16%	20%	14%	2	5%	10%	*
Science	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Francone	White	7	7	100%	100%	*	5	71%	80%	*	1	14%	20%	*
Science	5	Francone	Two or More	5	4	80%	80%	83%	1	20%	30%	*	1	20%	30%	*
Science	5	Francone	Eco. Dis.	109	68	62%	80%	54%	32	29%	40%	27%	17	16%	30%	11%
Science	5	Francone	Emergent Bilingual	28	18	64%	80%	52%	8	29%	40%	18%	6	21%	30%	*
Science	5	Francone	At-Risk	95	62	65%	80%	46%	32	34%	40%	13%	15	16%	30%	*
Science	5	Francone	SPED	14	4	29%	40%	33%	1	7%	20%	*	0	0%	10%	*

Early Childhood Literacy Board Outcome Goal

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

	FRANCONE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All** — Target and Actual Rate	24%	31%	26%	47%	28%	31%	34%
	Total Number Meets or Higher		30		54			
	Total Number Tested		98		114			
	Points away from or above target		+7		+21			
	Difference from Prior Year				+16			
	Growth from Prior Year				52%			
	African American — Target and Actual Rate	20%	18%	22%	46%	24%	27%	30%
	Total Number Meets or Higher		7		21			
	Total Number Tested		38		46			
	Points away from or above target		-2		+24			
	Difference from Prior Year				+28			
	Growth from Prior Year				156%			
	Hispanic — Target and Actual Rate	18%	33%	20%	44%	22%	25%	28%
	Total Number Meets or Higher		15		22			
	Total Number Tested		46		50			
	Points away from or above target		+15		+24			
	Difference from Prior Year				+11			
	Growth from Prior Year				33%			
	Eco. Disadv. — Target and Actual Rate	22%	30%	24%	46%	26%	29%	32%
	Total Number Meets or Higher		27		46			
	Total Number Tested		90		100			
	Points away from or above target		+8		+22			
	Difference from Prior Year				+16			
	Growth from Prior Year				53%			
	EL (Current & Monitored) — Target and Actual Rate	20%	38%	22%	47%	24%	27%	30%
	Total Number Meets or Higher		11		16			
	Total Number Tested		29		34			
	Points away from or above target		+18		+25			
	Difference from Prior Year				+9			
	Growth from Prior Year				24%			
	Cont. Enrolled — Target and Actual Rate	24%	30%	26%	57%	28%	31%	34%
	Total Number Meets or Higher		22		47			
	Total Number Tested		73		83			
	Points away from or above target		+6		+31			
	Difference from Prior Year				+27			
	Growth from Prior Year				90%			
	Non-Cont. Enrolled — Target and Actual Rate	24%	32%	26%	23%	28%	31%	34%
	Total Number Meets or Higher		8		7			
	Total Number Tested		25		31			
	Points away from or above target		+8		-3			
	Difference from Prior Year				-9			
	Growth from Prior Year				-28%			

Early Childhood Math Board Outcome Goal

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

Math	FRANCONE		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
	All	Target and Actual Rate	30%	20%	32%	25%	34%	37%	40%
		Total Number Meets or Higher		20		29			
		Total Number Tested		98		114			
		Points away from or above target		-10		-7			
		Difference from Prior Year				+5			
		Growth from Prior Year				25%			
	African American	Target and Actual Rate	20%	18%	22%	24%	24%	27%	30%
		Total Number Meets or Higher		7		11			
		Total Number Tested		38		46			
		Points away from or above target		-2		+2			
		Difference from Prior Year				+6			
		Growth from Prior Year				33%			
	Hispanic	Target and Actual Rate	27%	20%	29%	24%	31%	34%	37%
		Total Number Meets or Higher		9		12			
		Total Number Tested		46		50			
		Points away from or above target		-7		-5			
		Difference from Prior Year				+4			
		Growth from Prior Year				20%			
	Eco. Disadv.	Target and Actual Rate	29%	21%	31%	23%	33%	36%	39%
		Total Number Meets or Higher		19		23			
		Total Number Tested		90		100			
		Points away from or above target		-8		-8			
		Difference from Prior Year				+2			
		Growth from Prior Year				10%			
	EL (Current & Monitored)	Target and Actual Rate	34%	21%	36%	32%	38%	41%	44%
		Total Number Meets or Higher		6		11			
		Total Number Tested		29		34			
		Points away from or above target		-13		-4			
		Difference from Prior Year				+11			
		Growth from Prior Year				52%			
	Cont. Enrolled	Target and Actual Rate	33%	21%	35%	30%	37%	40%	43%
		Total Number Meets or Higher		15		25			
		Total Number Tested		73		83			
		Points away from or above target		-12		-5			
		Difference from Prior Year				+9			
		Growth from Prior Year				43%			
	Non-Cont. Enrolled	Target and Actual Rate	21%	20%	23%	13%	25%	28%	31%
		Total Number Meets or Higher		5		4			
		Total Number Tested		25		31			
		Points away from or above target		-1		-10			
		Difference from Prior Year				-7			
		Growth from Prior Year				-35%			

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 (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.