

Cypress-Fairbanks Independent School District

Metcalf Elementary School

2022-2023



Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

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

Metcalf Elementary's Mission Statement

Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards. Students' behavior will exemplify the skills, attitudes, and/or practices characteristic of productive, community-minded adults; citizenship, self-esteem, respect for others, accountability for actions, and healthful lifestyles.

Vision

LEAD: Learn, Empower, Achieve, Dream.

We see ourselves as being an exemplary campus, meeting the needs of all of our students and serving as a model for other schools to emulate.

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: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The Campus Improvement committee met on May 19,2022. Benchmark Data was analyzed to assess the progress of targeted support groups. At the beginning of school year 2022-23 met to analyze 2021-22 STAAR Data and identified targeted support groups, developed strategies to increase parent attendance for family nights.

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

The Campus Improvement committee met on May,19,2022 to analyze the targeted support groups and their progress around the year. We analyzed the attendance for parent nights and decided to continue the strategy for using various modes of communications and implement door prizes. Campus Improvement committee met on 8/18/2022 to analyze the STAAR data and came up with the problem statements.

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

- CPOC Team identified two groups for targeted support.
- African American and Special Ed populations did not meet their target for Meets and Masters across Reading and Math for 3rd and 4th grade. Special Ed. population for 3rd, 4th and 5th grade.
- CPOC team came up with a root cause analysis and decided to implement Data driven small group instruction for special populations.

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 19,2022 and September, 19,2022 to develop the CNA and the strategies. Those meetings were held in the Zoom Format at Metcalf Elementary starting at 4:15 P.M. 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: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED**

CPOC Team identified two groups for targeted support. African American and Special Ed populations did not meet their target for Meets and Masters across Reading and Math for 3rd and 4th grade. Special Ed. population for 3rd, 4th and 5th grade. CPOC team came up with a root cause analysis and decided to implement Data driven small group instruction for special populations. The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

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

- Metcalf Elementary earned 5 distinctions and A Grade based on 2021-22 STAAR Performance Level.
- Staff Attendance incentive strategy worked at 90% level.
- Staff Development attendance for staff was increased compared to 2020-21 to 2021-22 due to the strategy of staff input for staff development.

Math:

- 3rd Grade - Approaches Grade Level Standard : Economically Disadvantaged, At Risk, Hispanic, African American
- 3rd Grade Masters - African American, Emergent BIL
- 4th Grade Approaches Grade Level Standard : Hispanic, Economically Disadvantaged, At Risk, Special Education
- 4th Grade - Meets Grade Level Standard :Hispanic, Economically Disadvantaged,At Risk, Special Education
- 4th Grade - Masters Grade Level Standard: Special Education
- 5th Grade - Approaches Grade Level Standard - African American, Economically Disadvantaged, Ar-Risk, Special Education, Emergent Bilingual
- 5th Grade - Meets Grade Level Standards: African American, Hispanic, Economically Disadvantaged, At-Risk, Special Education, Emergent Bilingual
- 5th Grade - Masters Grade Level Standards: African American, Hispanic, Economically Disadvantaged, At-Risk, Special Education, Emergent Bilingual

Reading:

- 3rd Grade Approaches Level Standards : African American, Hispanic, Economically Disadvantaged, At-Risk, Special Education
- 3rd Grade Masters Level Standards : African American
- 4th Grade Approaches Level Standards :Hispanic, At-Risk, Special Education, Emergent Bilingual
- 4th Grade Meets Grade Level Standards: African American, Hispanic, Economically Disadvantaged, At-Risk, Special Education
- 4th Grade Masters Grade Level Standards: Hispanic, Special Education
- 5th Grade Approaches Grade Level Standards : Hispanic, Economically Disadvantaged, At-Risk, Special Education, Emergent Bilingual
- 5th Grade Meets Grade Level Standards :Asian, African American, Hispanic, Economically Disadvantaged, At-Risk, Special Education, Emergent Bilingual
- 5th Grade Masters Grade Level Standards: African American, Hispanic, Economically Disadvantaged, At Risk, Special Education, Emergent Bilingual

Science :

- 5th Grade Approaches Grade Level Standards : African American, Hispanic, Economically Disadvantaged, At Risk, Special Education, Emergent Bilingual
- 5th Grade Meets Grade Level Standards : African American, Hispanic, Economically Disadvantaged, At Risk, Special Education, Emergent Bilingual
- 5th Grade Masters Grade Level Standards: African American, Hispanic, Economically Disadvantaged, At Risk, Special Education, Emergent Bilingual

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our African American and Special Education student populations in Meets and Masters category underperformed in comparison with other student populations. **Root Cause:** RLA: We must consistently provide data-driven small group instruction to targeted student populations.

Problem Statement 2: Math: Our African American and Special Education student populations underperformed in 3rd and 4th grade at Meets and Masters level compared to other student populations. **Root Cause:** Math: We must consistently implement data-driven instruction based on students' individual needs, which will help close the learning gaps.

Problem Statement 3: Science: Our African American population underperformed in the Master's Category compared to other student populations. **Root Cause:** Science: African American student population will need consistent instruction with 3D to 2D strategy for concept mastery and question processing.

Problem Statement 4: Special Education , ELL and African American students are beginning the 2022-23 school year with learning gaps. **Root Cause:** Special Education , ELL and African American Students need consistent instruction with hands on experiences to develop problem solving and critical thinking.

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 Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

- Student Attendance was above 94% level as a result it made a greater impact on student performance.
- Restorative discipline was promoted to retain students in the instructional area. Out of school suspension data was less than 2%.
- Campus safety was prioritized by door check, routine drills and active monitoring.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: The teachers want to be recognized for their contributions and endeavor to achieve their goals. **Root Cause:** School Culture and Climate: We need to implement various modes of recognition and increase the frequency of recognition events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We have a high teacher retention rate.

98% of our staff is highly qualified. Teachers are working towards additional certifications. All teachers and interventionists have high standards for personal professional growth in CF-TESS.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We would like to improve the attendance of the teachers and the paraprofessionals. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals need to be provided incentives for attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Our Family Nights were a great success. Parent attendance was increased by 65% compared to 2019-20 school year.
- Our Parent Homework night was well received by the parents.
- Parent Engagement training for Digital Diet and Parent Tips was a great success.
- Awards day was a grand success for each grade level. Large number of parents attended the awards.
- Science day was well appreciated by the parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: We would like to increase our parent attendance for Open House to promote curriculum and strengthen Home-School partnership. **Root Cause:** Parent and Community Engagement: We need to gather more parent involvement through additional modes of communication and well advance notification to parents for all family nights.

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

Next Year's Recommendation: Strategic planning for Data driven instruction in small groups on daily basis , Re-teaching for closing the gaps period on daily basis, Saturday Camps for all students who did not make significant progress on STAAR and Benchmark test.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: The teachers will make the lessons more relevant to students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Assistant Principals Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Have planning strategies for Math: Pre-read teacher notes (each teacher), assign a timekeeper for each session. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Assistant Principals Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will teach in small groups. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Assistant Principals Instructional Specialist</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>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: 30 minutes of direct targeted instruction</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Jewels and Gents, Character Education</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Metcalf will implement the following measures so that students will meet or exceed the STAAR targets on the attached data table.</p> <ol style="list-style-type: none"> 1) Assign Title I funds to employ supplemental staff--two interventionists and an instructional paraprofessional. 2) Provide extra-duty pay for teaching staff to provide tutorial sessions outside the regular school day. 3) Engage professional development services. <p>As a result of the successful implementation of the strategies our At-Risk students' performance will increase by 4% Reading and Math in grades 3, 4 and 5</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
 No Progress  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: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to use supplemental to address the learning gaps.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Saturday Camp</p> <p>Strategy's Expected Result/Impact: At the end of the 2022-23 school year, 85% of the students who receive data-driven instruction during Saturday camps will meet the ' Approaches or Masters' standard on the Reading and Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Tutorials</p> <p>Strategy's Expected Result/Impact: At the end of the 2022-23 school year, 85% of the students who receive data-driven extended day tutorials instruction will meet the ' Approaches or Masters' standard on the Reading and Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Class size reduction teacher (5th grade)</p> <p>Strategy's Expected Result/Impact: At the end of the 2022-23 school year, 85% of students in this class will meet the 'Approaches or Masters' standard on the Reading and Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Mental Health Supports: Book study on "Student Mental Health": A guide for teachers, school district leaders, school psychologists, and nurses, social workers, counselors, and parents</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-23 school year, Metcalf elementary will organize at least one mental health session per semester for the students and staff.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
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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

Next Year's Recommendation: SCE funds will be used towards a specialized instruction to close the learning gaps between at-risk students based on STAAR performance.

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
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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

Next Year's Recommendation: By the end of 2022-23 school year, 100% of the district's safety policies will be implemented.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will create Emergency Bags for every teacher. Strategy's Expected Result/Impact: The teachers will be prepared for emergencies. Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  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: Met Objective

Next Year's Recommendation: By the end of 2022-23 school year, student attendance will be at 3%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The students will receive certificates per semester for perfect attendance. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96.7%. Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

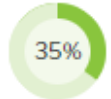








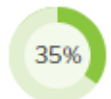


Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.








Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 2%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: By the end of 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 3%

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Morning Meetings, Counseling Activities Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2%. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions Project Safety, Class Meetings Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 2%. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Class Meetings Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 2%. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: Class Meetings Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will be reduced by 1%. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Class Meetings Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
			
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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: Some progress made toward meeting Objective

Next Year's Recommendation: By the end of the 2022-23 school year, teacher / paraprofessional attendance will increase by 4%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will pass out perfect attendance certificates. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			








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

Performance Objective 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: Significant progress made toward meeting Objective

Next Year's Recommendation: By the end of the 2022-23 school year, 100% teachers will receive job targeted professional development based on identified needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Schoology, Model Classroom Project Strategy's Expected Result/Impact: Student Achievement Staff Responsible for Monitoring: Principal Assistant Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








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 3%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: By the end of 2023-24 parent and family engagement will increase by 5%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Host virtual activities for parents, and provide take-home books and materials for engaging activities and games that students can play and learn with their families.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

2022-2023 Campus Site-Committee

Committee Role	Name	Position
Administrator	Gauri Kulkarni	Assistant Principal - CPOC Co-ordinator
Principal	John Steward	Principal
Classroom Teacher	Denise Dawkins	Teacher - Pre-K
Classroom Teacher	Jasmine Moultrie	Teacher- Kindergarten
Classroom Teacher	Rosie Reyes	Teacher-1st Grade
Classroom Teacher	Caroline Bailey	Teacher-2nd Grade
Classroom Teacher	Nichelle Smith	Teacher- 3rd Grade
Classroom Teacher	Lisa Hughes	Teacher-4th Grade
Classroom Teacher	Renny Villarroel	Teacher -5th Grade
Classroom Teacher	Faren Miculob	Music Teacher
Classroom Teacher	Amanda Garrett	Resource Teacher
Paraprofessional	Barbara Cruz	Paraprofessional
Community Representative	Fatima Ali Bakhshi	Parent Representative
District-level Professional	Kathy Sanders	District Representative

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Metcalf	White	6	4	67%	69%	75%	3	50%	52%	*	3	50%	52%	*
Reading	3	Metcalf	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Metcalf	Eco. Dis.	69	54	78%	80%	70%	32	46%	48%	36%	13	19%	20%	8%
Reading	3	Metcalf	Emergent Bilingual	16	7	44%	46%	58%	3	19%	21%	30%	2	13%	14%	*
Reading	3	Metcalf	At-Risk	68	52	76%	78%	59%	29	43%	44%	33%	13	19%	20%	9%
Reading	3	Metcalf	SPED	9	3	33%	35%	38%	0	0%	1%	*	0	0%	1%	*
Reading	4	Metcalf	All	116	88	76%	78%	80%	62	53%	55%	43%	36	31%	33%	17%
Reading	4	Metcalf	Hispanic	71	54	76%	78%	78%	35	49%	51%	31%	22	31%	33%	11%
Reading	4	Metcalf	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Metcalf	Asian	*	*	*	*	100%	*	*	*	63%	*	*	*	*
Reading	4	Metcalf	African Am.	32	25	78%	79%	78%	18	56%	58%	52%	9	28%	30%	30%
Reading	4	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Metcalf	White	7	4	57%	59%	83%	4	57%	59%	83%	2	29%	31%	*
Reading	4	Metcalf	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Metcalf	Eco. Dis.	98	72	73%	75%	77%	50	51%	53%	39%	27	28%	30%	15%
Reading	4	Metcalf	Emergent Bilingual	31	17	55%	57%	57%	8	26%	28%	26%	2	6%	8%	*
Reading	4	Metcalf	At-Risk	92	67	73%	75%	71%	45	49%	50%	37%	23	25%	27%	13%
Reading	4	Metcalf	SPED	7	2	29%	31%	*	2	29%	30%	*	1	14%	15%	*
Reading	5	Metcalf	All	98	84	86%	88%	76%	66	67%	69%	54%	44	45%	47%	26%
Reading	5	Metcalf	Hispanic	62	52	84%	86%	74%	40	65%	67%	46%	23	37%	39%	20%
Reading	5	Metcalf	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	Asian	10	10	100%	100%	*	9	90%	92%	*	7	70%	72%	*
Reading	5	Metcalf	African Am.	20	17	85%	87%	79%	14	70%	72%	64%	12	60%	62%	29%
Reading	5	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Metcalf	Eco. Dis.	75	65	87%	89%	74%	50	67%	69%	55%	34	45%	47%	26%
Reading	5	Metcalf	Emergent Bilingual	26	18	69%	71%	47%	15	58%	60%	22%	8	31%	33%	*
Reading	5	Metcalf	At-Risk	76	63	83%	85%	70%	48	63%	65%	45%	30	39%	41%	21%
Reading	5	Metcalf	SPED	9	3	33%	35%	83%	2	22%	23%	*	1	11%	12%	*
Science	5	Metcalf	All	98	83	85%	87%	71%	55	56%	58%	33%	27	28%	29%	9%
Science	5	Metcalf	Hispanic	62	51	82%	84%	72%	33	53%	55%	23%	16	26%	27%	8%
Science	5	Metcalf	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Metcalf	Asian	10	9	90%	93%	*	9	90%	93%	*	6	60%	63%	*
Science	5	Metcalf	African Am.	20	18	90%	92%	64%	9	45%	47%	43%	2	10%	12%	*
Science	5	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Metcalf	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Metcalf	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Metcalf	Eco. Dis.	75	65	87%	89%	69%	40	53%	55%	33%	17	23%	25%	7%
Science	5	Metcalf	Emergent Bilingual	26	18	69%	71%	53%	15	58%	60%	*	5	19%	21%	*
Science	5	Metcalf	At-Risk	76	63	83%	85%	65%	38	50%	52%	28%	20	26%	28%	9%
Science	5	Metcalf	SPED	9	5	56%	58%	*	2	22%	24%	*	1	11%	13%	*

Early Childhood Literacy Board Outcome Goal

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

		METCALF	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	44%	32%	46%	52%	48%	51%	54%
		Total Number Meets or Higher		32		41			
		Total Number Tested		99		79			
		Points away from or above target		-12		+6			
		Difference from Prior Year				+20			
		Growth from Prior Year				63%			
	Hispanic	Target and Actual Rate	42%	29%	44%	50%	46%	49%	52%
		Total Number Meets or Higher		20		24			
		Total Number Tested		68		48			
		Points away from or above target		-13		+6			
		Difference from Prior Year				+21			
		Growth from Prior Year				72%			
	Eco. Disadv.	Target and Actual Rate	44%	31%	46%	45%	48%	51%	54%
		Total Number Meets or Higher		25		30			
		Total Number Tested		81		66			
		Points away from or above target		-13		-1			
		Difference from Prior Year				+14			
		Growth from Prior Year				45%			
	EL (Current & Monitored)	Target and Actual Rate	45%	41%	47%	40%	49%	52%	55%
		Total Number Meets or Higher		21		16			
Total Number Tested			51		40				
Points away from or above target			-4		-7				
Difference from Prior Year					-1				
Growth from Prior Year					-2%				
Cont. Enrolled	Target and Actual Rate	41%	35%	43%	52%	45%	48%	51%	
	Total Number Meets or Higher		27		34				
	Total Number Tested		78		66				
	Points away from or above target		-6		+9				
	Difference from Prior Year				+17				
	Growth from Prior Year				49%				

Early Childhood Math Board Outcome Goal

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

		METCALF	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	41%	22%	43%	41%	45%	48%	51%
		Total Number Meets or Higher		22		32			
		Total Number Tested		99		79			
		Points away from or above target		-19		-2			
		Difference from Prior Year				+19			
		Growth from Prior Year				86%			
	Hispanic	Target and Actual Rate	39%	24%	41%	40%	43%	46%	49%
		Total Number Meets or Higher		16		19			
		Total Number Tested		68		48			
		Points away from or above target		-15		-1			
		Difference from Prior Year				+16			
		Growth from Prior Year				67%			
	Eco. Disadv.	Target and Actual Rate	39%	21%	41%	41%	43%	46%	49%
		Total Number Meets or Higher		17		27			
		Total Number Tested		81		66			
		Points away from or above target		-18		0			
		Difference from Prior Year				+20			
		Growth from Prior Year				95%			
	EL (Current & Monitored)	Target and Actual Rate	43%	25%	45%	40%	47%	50%	53%
		Total Number Meets or Higher		13		16			
Total Number Tested			51		40				
Points away from or above target			-18		-5				
Difference from Prior Year					+15				
Growth from Prior Year					60%				
Cont. Enrolled	Target and Actual Rate	42%	27%	44%	42%	46%	49%	52%	
	Total Number Meets or Higher		21		28				
	Total Number Tested		78		66				
	Points away from or above target		-15		-2				
	Difference from Prior Year				+15				
	Growth from Prior Year				56%				

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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.” NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 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.