Cypress-Fairbanks Independent School District

Pope Elementary School

2022-2023

Mission Statement

Our mission at Pope Elementary is to provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

• Effective Communicator

• Competent Problem-solver

• Self-directed Learner

• Responsible Citizen

• Quality Producer

Vision

As a community of learners, we believe in inspiring a passion for learning within each individual. This will empower us to achieve our fullest potential as productive and compassionate citizens.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

Pope Elementary received an accountability rating of an A for the 2021-2022 school year. We were awarded the following 5 distinction designations for the 2021-2022 school year:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

Top 25 Percent: Comparative Closing the Gaps

The following strengths were identified based on the review of the 2021-2022 STAAR data.

Reading STAAR

95% of 3rd graders passed

97% of 4th graders passed

97% of 5th graders passed

Math STAAR

96% of 3rd graders passed

99% of 4th graders passed

98% of 5th graders passed

Science STAAR

99% of 5th graders passed

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Across grade levels, campus data reflected a lower percentage of target mastery in special education students. **Root Cause:** RLA: Teachers need more training in differentiation strategies to help bridge experience and learning gaps.

Problem Statement 2: Language Arts: Across grade levels, campus data in Revising and Editing reflected a lower percentage than our campus targets. **Root Cause:** Language Arts: Teachers need more training in differentiation strategies to help bridge experience and learning gaps.

Problem Statement 3: Math: The data shows that students across grade levels did not meet the expected campus growth on the Mathematics STAAR. **Root Cause:** Math: Teachers need more training in differentiation strategies to help bridge experience and learning gaps.

Problem Statement 4: Science: The data shows that students in 5th grade did not meet the expected campus growth on the Science STAAR. **Root Cause:** Science: Teachers need more training in differentiation strategies to help bridge experience and learning gaps.

Problem Statement 5: Students are beginning the 2022-2023 school year with learning gaps. **Root Cause:** After the pandemic, modified instructional methods has impacted student achievement.

School Culture and Climate

School Culture and Climate Strengths

- Conduct Safety and Security drills school-wide
- Administrators and Instructional Specialists support teachers and staff to encourage research-based best practices to maximize first instruction and build teacher capacity
- Promoting collaboration, team building, vertical alignment, and self-growth by participation in our grade level team meetings Teachers participate in weekly grade level content area planning sessions

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: There is a need to increase PBIS participation and understanding of PBIS strategies. **Root Cause:** School Culture and Climate: All staff needs additional PBIS training to reach the goal of becoming a Level II PBIS campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Pope is a desirable campus to work due to our reputation for teamwork, rigor, and team collaboration. We have a positive culture and our staff genuinely wants to be here doing their best.

We continue to retain all staff, unless losing someone to retirement or a promotion each year.

Our staff is highly qualified.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our staff attendance rate is high but we are not at 100% so there is always room for improvement.   **Root Cause:** Teacher/Paraprofessional Attendance: Contract time ending at a later time in the day makes it difficult for staff to make appointments so they need to take personal time to be able to make them.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Due to COVID, our staff is using the Schoology platform to access all students through a hybrid teaching model. Students are able to learn either face to face or in a virtual model.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are required to learn a hybrid teaching model to meet the state guidelines. **Root Cause:** Hybrid teaching allows for lower face to face students on campus in each classroom as we transition back after COVID, but teachers need more professional development and time to understand the hybrid model of instruction.

Parent and Community Engagement

Parent and Community Engagement Strengths

Communication with parents and families will continue to be a focus this year. We communicate with families through weekly newsletters, websites, emails, school messenger, social media, phone calls, etc.

Pope Elementary provides parents the opportunity to participate in several events throughout the year, including Meet the Teacher, Parent Conferences, Adventure Dash, Field Day, Book Fairs, Veteran's Day, Multi-Cultural Day, Holiday Parties, End of Year Parties, 5th Grade Recognition, Spelling Bee, Name that Book Contests, volunteering opportunities, and PTO meetings.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Our instructional methods used align with our curriculum.   **Root Cause:** Parent and Community Engagement: We need to provide parents with a deeper understanding of our instructional strategies.

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: Teachers will implement meaningful, skill-based, small group reading instruction daily that is focused on reducing student learning gaps.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist	50%	75%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math: Student growth in mathematics is dependent on quality first instruction using manipulatives and hands on experiences as well as targeted small group instruction.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist	50%	75%	100%
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Science: Student growth in Science will be dependent on vocabulary development and providing hands-on experiences during Science instruction.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist	50%	75%	100%

Strategy 4 Details	Formative Reviews		

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

	Nov	Feb	May
	50%	75%	100%

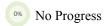| Strategy 5 Details	Formative Reviews		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: small group instruction targeted at specific needs of students.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist
	Formative		

	Nov	Feb	May
	50%	75%	100%

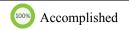| 0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.
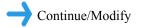
Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Enrichment: Welcome back camp - We will provide students with instructional materials for them to extend their learning while at home.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students attending the welcome back camp will have grades of 70% or higher on their first report cards and reading levels that are on grade level. Grades from first grading period **Staff Responsible for Monitoring:** Principal	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students meeting with the interventionists will demonstrate grade level passing expectations on their first report cards. **Staff Responsible for Monitoring:** Principal	50%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: CTG- Instructional Materials & Supplies: Temporary Workers/Interventionists will use the following supplies to provide learning opportunities to our intervention students. Online STAAR Ready programs (Sirius), STAAR Ready Workbooks (Math GPS) and additional supplies such as pencils, paper, highlighters, etc.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students meeting with the interventionists will demonstrate grade level passing expectations by the end of the school year. **Staff Responsible for Monitoring:** Principal	N/A	75%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Our ELAR Instructional Specialist and a teacher leader will attend a two-day summer 2023 workshop with Becky Koesel & Elizabeth Martin that will build capacity to improve Extended Constructed Response Instruction in grades 2-5.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students in 3-5 (2023-2024) will show growth in Extended Constructed Response questions on Checkpoints, Benchmark, and STAAR. **Staff Responsible for Monitoring:** Principal	N/A	N/A	100%

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: At the beginning of the year, staff will participate in district safety training and exterior doors will be checked daily and recorded weekly in district binder.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Executing the district safety policies will create a safe environment for our students to grow and learn. **Staff Responsible for Monitoring:** Principal, Assistant Principals	100%	100%	100%

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

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

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

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

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance: The school will communicate the importance of attendance and/or attendance facts/benefits at least once per nine weeks to the parents through various communication channels including the school newsletters, email, and social media.
    Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.
    Staff Responsible for Monitoring: Principal, Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	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 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: All staff members will effectively teach and reward students according to our PBIS matrix and PRIDE.	**Formative**		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10% **Staff Responsible for Monitoring:** Principal, Assistant Principals	Nov	Feb	May
	50%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: In order reduce the number of In School Suspensions of African American students we will implement restorative practices and implement alternative disciplinary consequences.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals	50%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Staff will seek alternative disciplinary consequences in lieu of out of school suspension when appropriate.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Behavior Interventionist	50%	75%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: In order reduce the number of discretionary placements of African American students we will implement restorative practices and implement alternative disciplinary consequences in lieu of SOS.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals	50%	100%	100%

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: We will use behavior contracts, social skills lessons, lessons from the Counseling team, Project Safety lessons, and reflections to prevent violence.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist	50%	80%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will continue to celebrate staff each month to increase healthy attendance.			**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, AP			50%	75%	100%

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

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development: Campus and district level training for Schoology, technology updates for hybrid teaching, PBIS lessons, ASCD courses provided by CFISD, and campus based professional development will be provided.
    Strategy's Expected Result/Impact: Teachers will add multiple strategies to their robust toolkits.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist
	Formative		

	Nov	**Feb**	**May**
	15%	60%	100%
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 10%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Zoom meetings and Schoology will be used to involve parents in the academic and behavioral support of students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist	50%	75%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

2022-2023 CPOC

Committee Role	Name	Position
Principal	Elizabeth Bradley	Principal
Classroom Teacher	Brittany Fischer	Teacher #1
Classroom Teacher	Noelle Sharon	Teacher #2
Classroom Teacher	Nick Clackley	Teacher #3
Classroom Teacher	Angela Reyna	Teacher #4
Classroom Teacher	Melissa Dupuis	Teacher #5
Classroom Teacher	Stacy Henrnandez	Teacher #6
Classroom Teacher	Leslie Sanders	Teacher #7
Classroom Teacher	Jennifer Black	teacher
Non-classroom Professional	Farrah Cambrice	
District-level Professional	Matt Morgan	Administrator (LEA) #1
Parent	Sondondre Rolax	Parent #1
Parent	Tiffany Polder	parent #2
Community Representative	Carmen Nevin	Community Resident #1
Community Representative	Donna Ward	Community Resident #2
Business Representative	Lona Shipp	Business Representative #1
Business Representative	add name	Business Representative #2
Business Representative	Dr. Kierra Brown	

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	Pope	All	164	157	96%	98%	94%	125	76%	78%	78%	86	52%	54%	46%
Math	3	Pope	Hispanic	39	38	97%	99%	97%	27	69%	71%	87%	16	41%	43%	57%
Math	3	Pope	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Pope	Asian	24	23	96%	98%	93%	21	88%	90%	83%	17	71%	73%	50%
Math	3	Pope	African Am.	5	5	100%	100%	78%	2	40%	42%	56%	1	20%	22%	*
Math	3	Pope	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Pope	White	83	79	95%	97%	96%	64	77%	79%	76%	42	51%	53%	44%
Math	3	Pope	Two or More	12	11	92%	94%	*	10	83%	85%	*	9	75%	77%	*
Math	3	Pope	Eco. Dis.	13	11	85%	87%	69%	6	46%	48%	38%	2	15%	17%	*
Math	3	Pope	Emergent Bilingual	9	7	78%	80%	90%	4	44%	46%	60%	3	33%	35%	*
Math	3	Pope	At-Risk	50	43	86%	88%	81%	21	42%	44%	52%	12	24%	26%	22%
Math	3	Pope	SPED	22	17	77%	79%	79%	8	36%	38%	54%	6	27%	29%	36%
Math	4	Pope	All	177	175	99%	100%	94%	154	87%	89%	83%	104	59%	61%	54%
Math	4	Pope	Hispanic	36	36	100%	100%	95%	32	89%	91%	68%	16	44%	46%	38%
Math	4	Pope	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Pope	Asian	30	30	100%	100%	100%	28	93%	95%	100%	22	73%	75%	68%
Math	4	Pope	African Am.	13	12	92%	94%	80%	9	69%	71%	50%	5	38%	40%	*
Math	4	Pope	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Pope	White	89	88	99%	100%	93%	78	88%	90%	87%	57	64%	66%	60%
Math	4	Pope	Two or More	9	9	100%	100%	100%	7	78%	80%	93%	4	44%	46%	57%
Math	4	Pope	Eco. Dis.	18	18	100%	100%	84%	13	72%	74%	63%	5	28%	30%	32%
Math	4	Pope	Emergent Bilingual	8	8	100%	100%	100%	6	75%	77%	78%	2	25%	27%	*
Math	4	Pope	At-Risk	46	45	98%	100%	78%	35	76%	78%	56%	19	41%	43%	16%
Math	4	Pope	SPED	14	13	93%	95%	73%	4	29%	31%	54%	2	14%	16%	19%
Math	5	Pope	All	186	183	98%	100%	100%	169	91%	93%	89%	137	74%	76%	55%
Math	5	Pope	Hispanic	27	27	100%	100%	100%	25	93%	95%	83%	20	74%	76%	47%
Math	5	Pope	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Pope	Asian	39	38	97%	99%	100%	37	95%	97%	97%	34	87%	89%	76%
Math	5	Pope	African Am.	21	20	95%	97%	100%	18	86%	88%	67%	13	62%	64%	*
Math	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Pope	White	89	88	99%	100%	100%	79	89%	91%	92%	65	73%	75%	57%
Math	5	Pope	Two or More	9	9	100%	100%	100%	9	100%	100%	78%	4	44%	46%	56%
Math	5	Pope	Eco. Dis.	20	19	95%	97%	100%	16	80%	82%	80%	10	50%	52%	25%
Math	5	Pope	Emergent Bilingual	8	7	88%	90%	100%	5	63%	65%	88%	4	50%	52%	*
Math	5	Pope	At-Risk	53	50	94%	96%	100%	40	75%	77%	77%	23	43%	45%	49%
Math	5	Pope	SPED	13	10	77%	79%	100%	7	54%	56%	60%	4	31%	33%	*
Reading	3	Pope	All	168	160	95%	97%	93%	139	83%	85%	80%	106	63%	65%	48%
Reading	3	Pope	Hispanic	40	39	98%	100%	97%	32	80%	82%	83%	21	53%	55%	47%
Reading	3	Pope	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Pope	Asian	25	24	96%	98%	87%	23	92%	94%	80%	18	72%	74%	60%
Reading	3	Pope	African Am.	5	5	100%	100%	89%	3	60%	62%	56%	0	0%	2%	*
Reading	3	Pope	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	Pope	White	85	79	93%	95%	94%	69	81%	83%	82%	58	68%	70%	45%
Reading	3	Pope	Two or More	12	12	100%	100%	*	11	92%	94%	*	8	67%	69%	*
Reading	3	Pope	Eco. Dis.	13	12	92%	94%	85%	11	85%	87%	38%	5	38%	40%	*
Reading	3	Pope	Emergent Bilingual	9	8	89%	91%	70%	7	78%	80%	*	3	33%	35%	*
Reading	3	Pope	At-Risk	50	43	86%	88%	74%	28	56%	58%	48%	14	28%	30%	22%
Reading	3	Pope	SPED	22	18	82%	84%	73%	13	59%	61%	58%	8	36%	38%	19%
Reading	4	Pope	All	177	172	97%	99%	95%	151	85%	87%	72%	101	57%	59%	51%
Reading	4	Pope	Hispanic	35	33	94%	96%	95%	27	77%	79%	63%	17	49%	51%	45%
Reading	4	Pope	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Pope	Asian	33	33	100%	100%	100%	33	100%	100%	93%	21	64%	66%	67%
Reading	4	Pope	African Am.	13	13	100%	100%	80%	8	62%	64%	*	4	31%	33%	*
Reading	4	Pope	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Pope	White	87	85	98%	100%	94%	76	87%	89%	73%	54	62%	64%	51%
Reading	4	Pope	Two or More	9	8	89%	91%	100%	7	78%	8000%	79%	5	56%	58%	64%
Reading	4	Pope	Eco. Dis.	18	17	94%	96%	84%	10	56%	58%	47%	3	17%	19%	32%
Reading	4	Pope	Emergent Bilingual	8	6	75%	77%	100%	4	50%	52%	*	3	38%	40%	*
Reading	4	Pope	At-Risk	46	42	91%	93%	81%	30	65%	67%	38%	17	37%	39%	16%
Reading	4	Pope	SPED	14	12	86%	88%	81%	8	57%	59%	30%	4	29%	31%	26%
Reading	5	Pope	All	186	180	97%	99%	97%	170	91%	93%	87%	135	73%	75%	61%
Reading	5	Pope	Hispanic	28	27	96%	98%	94%	26	93%	95%	74%	21	75%	77%	49%
Reading	5	Pope	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Pope	Asian	36	35	97%	99%	100%	33	92%	94%	97%	30	83%	85%	86%
Reading	5	Pope	African Am.	22	20	91%	93%	100%	18	82%	84%	83%	14	64%	66%	*
Reading	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Pope	White	90	88	98%	100%	98%	84	93%	95%	92%	65	72%	74%	61%
Reading	5	Pope	Two or More	9	9	100%	100%	89%	8	89%	91%	56%	5	56%	58%	*
Reading	5	Pope	Eco. Dis.	20	18	90%	92%	90%	15	75%	77%	80%	10	50%	52%	35%
Reading	5	Pope	Emergent Bilingual	8	6	75%	77%	75%	5	63%	65%	*	3	38%	40%	*
Reading	5	Pope	At-Risk	53	47	89%	91%	90%	38	72%	74%	67%	22	42%	44%	49%
Reading	5	Pope	SPED	13	8	62%	64%	85%	7	54%	56%	65%	5	38%	40%	35%
Science	5	Pope	All	185	183	99%	100%	96%	159	86%	88%	80%	117	63%	65%	52%
Science	5	Pope	Hispanic	27	26	96%	98%	91%	23	85%	87%	77%	13	48%	50%	43%
Science	5	Pope	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Pope	Asian	36	35	97%	99%	100%	32	89%	91%	91%	30	83%	85%	66%
Science	5	Pope	African Am.	22	22	100%	100%	100%	19	86%	88%	55%	11	50%	52%	*
Science	5	Pope	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Pope	White	90	90	100%	100%	97%	78	87%	89%	82%	57	63%	65%	56%
Science	5	Pope	Two or More	9	9	100%	100%	89%	6	67%	69%	67%	5	56%	58%	*
Science	5	Pope	Eco. Dis.	20	18	90%	92%	95%	13	65%	67%	60%	8	40%	42%	30%
Science	5	Pope	Emergent Bilingual	8	6	75%	77%	88%	3	38%	40%	63%	2	25%	27%	*
Science	5	Pope	At-Risk	53	51	96%	98%	95%	36	68%	70%	69%	20	38%	40%	41%
Science	5	Pope	SPED	13	11	85%	87%	90%	6	46%	48%	70%	6	46%	48%	*

Early Childhood Literacy Board Outcome Goal

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

	POPE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All**							
	Target and Actual Rate	85%	75%	87%	82%	89%	92%	95%
	Total Number Meets or Higher		121		138			
	Total Number Tested		161		168			
	Points away from or above target		-10		-5			
	Difference from Prior Year				+7			
	Growth from Prior Year				9%			
	Hispanic							
	Target and Actual Rate	74%	70%	76%	80%	78%	81%	84%
	Total Number Meets or Higher		21		32			
	Total Number Tested		30		40			
	Points away from or above target		-4		+4			
	Difference from Prior Year				+10			
	Growth from Prior Year				14%			
	White							
	Target and Actual Rate	86%	79%	88%	81%	90%	93%	96%
	Total Number Meets or Higher		67		67			
	Total Number Tested		85		83			
	Points away from or above target		-7		-7			
	Difference from Prior Year				+2			
	Growth from Prior Year				3%			
	Asian							
	Target and Actual Rate	94%	87%	96%	92%	98%	101%	104%
	Total Number Meets or Higher		26		23			
	Total Number Tested		30		25			
	Points away from or above target		-7		-4			
	Difference from Prior Year				+5			
	Growth from Prior Year				6%			
	SPED							
	Target and Actual Rate	67%	38%	69%	60%	71%	74%	77%
	Total Number Meets or Higher		5		15			
	Total Number Tested		13		25			
	Points away from or above target		-29		-9			
	Difference from Prior Year				+22			
	Growth from Prior Year				58%			
	Cont. Enrolled							
	Target and Actual Rate	86%	78%	88%	82%	90%	93%	96%
	Total Number Meets or Higher		107		125			
	Total Number Tested		137		152			
	Points away from or above target		-8		-6			
	Difference from Prior Year				+4			
	Growth from Prior Year				5%			

Early Childhood Math Board Outcome Goal

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

	POPE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math / **All**	Target and Actual Rate	83%	77%	85%	76%	87%	90%	93%
	Total Number Meets or Higher		122		124			
	Total Number Tested		159		164			
	Points away from or above target		-6		-9			
	Difference from Prior Year				-1			
	Growth from Prior Year				-1%			
Hispanic	Target and Actual Rate	78%	57%	80%	69%	82%	85%	88%
	Total Number Meets or Higher		17		27			
	Total Number Tested		30		39			
	Points away from or above target		-21		-11			
	Difference from Prior Year				+12			
	Growth from Prior Year				21%			
White	Target and Actual Rate	80%	85%	82%	77%	84%	87%	90%
	Total Number Meets or Higher		72		62			
	Total Number Tested		85		81			
	Points away from or above target		+5		-5			
	Difference from Prior Year				-8			
	Growth from Prior Year				-9%			
SPED	Target and Actual Rate	67%	38%	69%	40%	71%	74%	77%
	Total Number Meets or Higher		5		10			
	Total Number Tested		13		25			
	Points away from or above target		-29		-29			
	Difference from Prior Year				+2			
	Growth from Prior Year				5%			
Cont. Enrolled	Target and Actual Rate	85%	79%	87%	77%	89%	92%	95%
	Total Number Meets or Higher		108		114			
	Total Number Tested		136		148			
	Points away from or above target		-6		-10			
	Difference from Prior Year				-2			
	Growth from Prior Year				-3%			

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.