

# **Cypress-Fairbanks Independent School District**

## **Adam Elementary School**

**2022-2023**



# Mission Statement

District Mission Statement:

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

Adam Mission Statement:

Our Adam community puts kids first by building strong relationships through an engaging learning environment that is positive, challenging, and fun. We believe encouragement, patience, high expectations, and quality instruction will lead to the academic success of all our students.

# 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: We reviewed end of year data in April to begin the campus needs assessment process. The CPOC committee met on September 19, 2022 (and held an open forum for parents) to continue to review data. The committee reviewed strengths, problem statements, root causes, objectives and strategies. We determined that we wanted to continue with most of the goals and strategies from the previous year, with a few changes.

The comprehensive needs assessment was reviewed and/or revised on the following dates: April 4, 2022 and September 19, 2022

In summary, the comprehensive needs assessment denotes the following: Adam Elementary students made great gains during the 2021-2022 school year. Adam staff members will continue to focus on implementing small group instruction and relevant, hands on opportunities to reach all learners and especially the student groups under performing in comparison with other student groups. Staff members will continue to communicate with parents and community members regarding ways that they can be involved on campus.

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 April 4, 2022 and September 19, 2022 to develop the CNA and the strategies. Those meetings were held in the library and art room starting at 4:30. 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: During our meetings, we reviewed campus data. When developing our campus needs assessment, strategies were determined based on data and input from staff. Our strategies focus on what we can do as staff members to influence student and staff growth.

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

RLA: Our African American, EB, and special education student populations under performed in comparison to other student populations.

Math: The African American, EB, and special education student populations are not performing at or above grade level standards in comparison to other student populations.

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

Reading:

- Adam earned a Distinction Designation in ELA/Reading
- Students in 3rd, 4th, and 5th grade met or exceeded CIP target for all students
- All grade levels exceeded CIP target for Economically Disadvantaged and At-Risk students
- 3rd and 4th grade students exceeded CIP target for Special Education students
- 4th and 5th grade students exceeded CIP target for LEP/EB students
- At the approaches level, our 5th grade students scored above the district and cluster averages

Math:

- Students in 3rd and 5th grade met or exceeded the CIP target for all students
- Students in 3rd and 5th grade met or exceeded CIP targets for Economically Disadvantaged and EB/LEP students
- Students in 5th grade met or exceeded the CIP target for At-Risk students

Science:

- Adam earned a distinction designation in Science
- Students exceeded district and cluster averages at the approaches level
- Students exceed CIP targets for Economically Disadvantaged, EB/LEP, and At-Risk students

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Our African American, EB, and special education student populations under performed in comparison to other student populations. **Root Cause:** RLA: We need to consistently plan for targeted small group instruction.

**Problem Statement 2:** Math: The African American, EB, and special education student populations are not performing at or above grade level standards in comparison to other student populations. **Root Cause:** Math: We need to consistently plan for targeted small group instruction

**Problem Statement 3:** Science: The Hispanic, special education, and EB student populations are not performing at or above grade level standards in comparison to other student populations. **Root Cause:** Science: Students need to be provided adequate opportunities for hands-on exposure and experiences in science.

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

**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

### School Culture and Climate Strengths

- The Adam Emergency Operations Plan was developed, drills were successfully practiced, and plans were implemented to keep all students, staff, and visitors safe throughout the school year.
- Staff received consistent training throughout the year in social emotional learning and development of students.
- Every Adam student received daily lessons and learning opportunities focused around social emotional development.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Many students are checking out early from school throughout the week missing learning opportunities. **Root Cause:** School Culture and Climate: The staff needs to develop stronger consistent communication with parents about the importance of remaining at school consistently and the adverse affects the time lost has on student learning.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

On the 2022 EPS survey, 99% of staff members agree or strongly agree that:

- Opportunities exist for me to think for myself
- Opportunities for professional growth are available

On the 2022 EPS survey, 98% of staff members agree or strongly agree that:

- Information is available to help me do my job effectively
- Collaboration is encouraged and practiced
- Staff appreciation is built into the school culture
- I am clear about my job responsibilities

Professional Development opportunities exist for all staff members (district and campus level).

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff attendance is below 95%. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals need to better understand the value of attendance and the effect it has on students.



# Parent and Community Engagement

## Parent and Community Engagement Strengths

- Adam had partnered with the community and families to provide multiple formats to reach out to families in order to increase participation in curriculum events, family events sponsored by the PTO, and PTO general meetings.
- Adam partners with Cypress United Methodist Church. CUMC provides volunteers for various events, food for staff appreciation, and hosted a summer reading contest for students.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: A percentage of families report wanting to see how they can become more involved with the school. **Root Cause:** Parent and Community Engagement: We need to work as a team team to purposefully provide communication in a variety of ways consistently throughout the year so that we may reach a larger audience of families.







# Goals










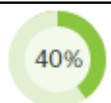

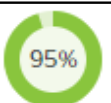
**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.




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

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

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


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> All reading/language arts teachers will focus on the development of literacy through consistent small group instruction that is purposefully planned and differentiated for each student.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats for feedback will include, but are not limited to, critical writing, relevance and rigor walks, and CF-TESS.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team - Principal, Assistant Principals, and Instructional Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b></p> <p>Our math teachers will plan lessons that strengthen students' understanding of foundational skills by incorporating rigorous learning experiences. Learning opportunities will include scaffolded instructional practices and small group lessons that develop student discourse and provide opportunities for purposeful student reflection in the form of critical writing.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats for feedback will include, but are not limited to, critical writing, relevance and rigor walks, and CF-TESS.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Our science teachers will strengthen students' understanding of science concepts by providing rigorous and relevant, hands-on opportunities. Strategies include higher level student discourse, student created presentations and projects, interactive word walls, and critical writing to justify thinking.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats for feedback will include, but are not limited to, critical writing, relevance and rigor walks, and CF-TESS.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All Students: 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: additional targeted and purposeful small group intervention for our most at-risk learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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: Choir, Student Leadership, Safety Patrol, PBIS</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: At-Risk:</b> 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><b>Strategy's Expected Result/Impact:</b> With Title I support, Adam will implement the following measures:</p> <ol style="list-style-type: none"> <li>1. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</li> <li>2. Salaries - The class-size reduction reading teacher in 5th grade, .5 testing coordinator, .5 math interventionist, and instruction paraprofessional will assist with meeting our students' goals in all content areas.</li> <li>3. Library Books and Author Visits -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.</li> <li>4. Online Learning Resources -Students will utilize Brain Pop to assist with classwork, intervention, and practice at school and at home to assist in meeting or exceeding instructional targets.</li> <li>5. Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</li> <li>6. Contract Services - (Phonics Consultant and Garden) In the garden, students are provided with relevant, hands-on learning opportunities in the garden to support our science curriculum. Our phonics consultant will work with ELAR teachers and interventionists to develop stronger decoding and reading strategies.</li> <li>7. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.</li> <li>8. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.</li> <li>9. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.</li> <li>10. Parent Involvement - We will increase parent involvement through the year with events like Math Night, Literacy Night, Watch DOGS Dad Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal and Title 1 Coach</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="1619 198 1757 1243" style="text-align: center;">  <p>25%</p> </div> <div data-bbox="1757 198 1894 1243" style="text-align: center;">  <p>65%</p> </div> <div data-bbox="1894 198 2032 1243" style="text-align: center;">  <p>100%</p> </div> </div>		

 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 2022-23, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

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

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: Teacher Work Day Camps for Students - Students will receive math and/or reading intervention dependent on student needs during the district teacher work days. Social skills lessons will be embedded within the instructional day as well.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year students receiving additional supports will increase their performance on standard assessments by at least 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and the Instructional Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Staffing: Core Content Area Interventionist (Reading)</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year the percentage of students making one year's growth in reading levels will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 3: State Compensatory Education (SCE):** Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

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











Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education (SCE):</b> Provide supplementary support to students identified as at-risk.	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 1: Student Safety:** By the end of the current school year, 100% of the district's safety policies will be implemented.

**Evaluation Data Sources:** Record of safety drills and other required safety actions

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> All Adam staff and students will work to develop strong relationships with each other and our community through the implementation of Sanford Harmony systems weekly in every classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will respect each other and contribute to a positive school culture centered around integrity, unity, and perseverance. Office referrals in the area of inappropriate contact with a peer will decrease by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistance Principals, Counselors, and Behavior Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 current 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		
<p><b>Strategy 1: Student Attendance:</b> Teachers will work as a team to track absences and early exits from the instructional day. We will work as a team to identify attendance concerns early, coordinate supports in the school through RTI processes and develop a plan to work with families in a manner that is in the best interest of each student so they may increase attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will increase to 97%.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and Campus Registrar</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 current school year, discipline referrals and exclusionary discipline actions will be decreased by 20%.

**Evaluation Data Sources:** Discipline reports

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Restorative Discipline:</b> The PBIS Committee is working to develop a system focusing on data driven decision making. The PBIS team will lead data discussions, create resources for teachers to utilize for consistent implementation of PBIS strategies, and provide monthly professional development to strengthen understanding and implementation of best practices for students through PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Behavior Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All Adam staff will receive consistent professional development and implement learning throughout the year working as a team to better meet the social emotional needs of all students. These training will include, but are not limited to: Restorative Discipline, Oppositional Defiance Professional Development, Sanford Harmony training and coaching. Direct instruction and implementation of strategies learned will be included in Adam's daily social emotional learning time each morning from 8:45-8:55 am.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Behavior Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Out of School Suspensions:</b> Social skills lessons and Action Based Learning will be provided as interventions throughout the year to develop the skills needed to keep all students safe, develop problem solving skills, and to strengthen peer relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals and Behavior Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The Assistant Principals, Behavior Coach, and teachers will work as a team to develop behavior plans that assist in meeting individual student needs and assist in developing the skills needed to be successful in all classroom settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Behavior Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Adam Elementary has a 0 % rate of violent incidents for the 2019, 2020, and 2021 school year. In order to continue to reach this goal we will work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships and celebrate the diversity of our Adam community. These will include, but are not limited to: Daily Sanford Harmony class meetings for all learners, consistent implementation of PBIS, and Hug Buddies mentor system.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Behavior Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

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

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will be recognized at the end of each nine weeks and for the year for perfect attendance by the principal.</p> <p>A professional development will be provided focusing on the correlation between staff absences and student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance rate will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 current 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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Relationships, Relevance, and Rigor Campus Level Fundamental Five Small Group Instruction Classroom Management</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement strategies learned from the professional development opportunities in order to better meet the individual needs of all learners in the areas of both academics and social emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the current school year, parent and family engagement will increase by 5%.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Parent and Family Engagement:</b> Consistent communication will be provided to the families and community through Twitter, Facebook, Remind, Instagram, parent newsletters, Smore, and the Adam website.</p> <p>Thorough out the year, parents/guardians will have opportunities to assist in finding strategies and methods to use to assist with student learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2022-2023 CPOC

Committee Role	Name	Position
Principal	Carrie McCollister	Principal
Classroom Teacher	Elizabeth Ayala	Life Skills / ECSE
Classroom Teacher	Amanda Harleston	Pre-K
Classroom Teacher	Kim Lacagnina	Kindergarten
Classroom Teacher	Kaitlin Bridges	First Grade
Classroom Teacher	Leah Bridges	Second Grade
Classroom Teacher	Sendy Pena	Third Grade
Classroom Teacher	Arielle Calcote	Fourth Grade
Classroom Teacher	Leonardo Guillermo	Fifth Grade
Non-classroom Professional	Beth Taylor	Assistant Principal
Non-classroom Professional	Jan Wright	Assistant Principal
Non-classroom Professional	Teneal Hart	ELAR Instructional Specialist (2-5)
Non-classroom Professional	Melanie Jackson	Math Instructional Specialist
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Roy Garcia	Chief Officer for School Leadership
Parent	Chelsea Wycough	Parent
Non-classroom Professional	Becky Pulliam	Instructional Specialist (Primary)
Non-classroom Professional	Joel Palomares	Librarian
Non-classroom Professional	Agnes Gonzalez	Behavior Interventionist
Non-classroom Professional	Regina Jennings	Counselor
Non-classroom Professional	Mary Orsak	Counselor
Paraprofessional	Denise Tiffin	Paraprofessional
Classroom Teacher	Christine Brown	Classroom Teacher
Paraprofessional	Tanya Vatuna	Campus Secretary
Non-classroom Professional	Becky Roach	Testing Coordinator (Title 1, ESSER)
Classroom Teacher	Heather Keijock	Resource Teacher
Classroom Teacher	Alicia Caskey	SOS teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Patty Baker	Reading Interventionist
Community Representative	Celinda Guerra	Community 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	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Science	5	Adam	White	31	29	94%	99%	68%	21	68%	73%	25%	11	35%	40%	18%
Science	5	Adam	Two or More	8	8	100%	100%	*	7	88%	93%	*	3	38%	43%	*
Science	5	Adam	Eco. Dis.	94	74	79%	84%	48%	45	48%	53%	17%	18	19%	24%	6%
Science	5	Adam	Emergent Bilingual	31	22	71%	76%	38%	12	39%	44%	*	5	16%	21%	*
Science	5	Adam	At-Risk	97	77	79%	84%	45%	43	44%	49%	19%	17	18%	23%	*
Science	5	Adam	SPED	14	6	43%	48%	37%	3	21%	26%	*	1	7%	12%	*

# Early Childhood Literacy Board Outcome Goal

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

		ADAM	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	44%	42%	46%	48%	48%	51%	54%
		Total Number Meets or Higher		47		55			
		Total Number Tested		113		115			
		Points away from or above target		-2		+2			
		Difference from Prior Year				+6			
		Growth from Prior Year				14%			
	Hispanic	Target and Actual Rate	28%	41%	30%	42%	32%	35%	38%
		Total Number Meets or Higher		23		25			
		Total Number Tested		56		60			
		Points away from or above target		+13		+12			
		Difference from Prior Year				+1			
		Growth from Prior Year				2%			
	White	Target and Actual Rate	56%	41%	58%	62%	60%	63%	66%
		Total Number Meets or Higher		13		18			
		Total Number Tested		32		29			
		Points away from or above target		-15		+4			
		Difference from Prior Year				+21			
		Growth from Prior Year				51%			
	Eco. Disadv.	Target and Actual Rate	35%	32%	37%	42%	39%	42%	45%
		Total Number Meets or Higher		23		36			
		Total Number Tested		72		85			
		Points away from or above target		-3		+5			
		Difference from Prior Year				+10			
		Growth from Prior Year				31%			
EL (Current & Monitored)	Target and Actual Rate	41%	37%	43%	35%	45%	48%	51%	
	Total Number Meets or Higher		13		13				
	Total Number Tested		35		37				
	Points away from or above target		-4%		-8				
	Difference from Prior Year				-2				
	Growth from Prior Year				-5%				
Cont. Enrolled	Target and Actual Rate	48%	44%	50%	51%	52%	55%	58%	
	Total Number Meets or Higher		44		49				
	Total Number Tested		100		96				
	Points away from or above target		-4		+1				
	Difference from Prior Year				+7				
	Growth from Prior Year				16%				

# Early Childhood Math Board Outcome Goal

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

		ADAM	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	47%	29%	49%	34%	51%	54%	57%
		Total Number Meets or Higher		33		39			
		Total Number Tested		113		116			
		Points away from or above target		-18		-15			
		Difference from Prior Year				+5			
		Growth from Prior Year				17%			
	Hispanic	Target and Actual Rate	30%	20%	32%	32%	34%	37%	40%
		Total Number Meets or Higher		11		19			
		Total Number Tested		56		60			
		Points away from or above target		-10		0			
		Difference from Prior Year				+12			
		Growth from Prior Year				60%			
	White	Target and Actual Rate	58%	41%	60%	38%	62%	65%	68%
		Total Number Meets or Higher		13		11			
		Total Number Tested		32		29			
		Points away from or above target		-17		-22			
		Difference from Prior Year				-3			
		Growth from Prior Year				-7%			
	Eco. Disadv.	Target and Actual Rate	37%	21%	39%	33%	41%	44%	47%
		Total Number Meets or Higher		15		28			
Total Number Tested			72		86				
Points away from or above target			-16		-6				
Difference from Prior Year					+12				
Growth from Prior Year					57%				
EL (Current & Monitored)	Target and Actual Rate	36%	29%	38%	30%	40%	43%	46%	
	Total Number Meets or Higher		10		11				
	Total Number Tested		35		37				
	Points away from or above target		-7		-8				
	Difference from Prior Year				+1				
	Growth from Prior Year				3%				
Cont. Enrolled	Target and Actual Rate	49%	30%	51%	34%	53%	56%	59%	
	Total Number Meets or Higher		30		33				
	Total Number Tested		100		97				
	Points away from or above target		-19		-17				
	Difference from Prior Year				+4				
	Growth from Prior Year				13%				

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

### Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

### Monitoring

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

### Assessment and Data Analysis

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

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2<sup>nd</sup>-5<sup>th</sup>)
    - Amplify Reading
    - Amira Suite
    - HMH Suite
    - Library Resources
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

## Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

## Science

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

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

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

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

## Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

## Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.