

Cypress-Fairbanks Independent School District

McGown Elementary School

2022-2023



Mission Statement

From the center of the Earth to the top of the sky, our McGown Owls are inspired, equipped, and empowered by their belief in their potential to lead our world in changing the future!

Vision

Learn, Empower, Achieve, Dream

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children 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 determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Annually, the principal provides the State of The Campus overview to the entire staff, which includes available data, such as the TAPR, TELPAS, ISIP, local diagnostic and benchmark assessment, attendance, discipline, and the Title I parent survey. The CPOC committee then analyzes the data to find data trends which relate to our campus goals. The CPOC committee then breaks out into small groups to brainstorm strategies for each goal. Each group shares findings and suggests strategies for implementation that need to be put in place to address our needs.

The comprehensive needs assessment was reviewed and/or revised at the beginning of the current school year.

In summary, the comprehensive needs assessment denotes the following: After a review of the data for our campus, we concluded that a need for targeted, differentiated instruction, depending on each student's level of achievement, is the most critical need for our students' future success. This will require increasing capacity for teachers to plan for and deliver differentiated instruction for each student so that we are meeting each student where they are, modifying and adjusting as checkpoint data indicates growth.

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 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: 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. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: 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.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: 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, the front office, and in the front office of Cue Luxury Apartments.

Demographics

Demographics Summary

McGown Elementary is a new elementary campus, opening in the 2022-2023 school year, made up of 1,104 students, 570 boys and 534 girls. 206 students receive ESL services, and 126 students receive special education supports. McGown serves 10% of our student population free/reduced meals. Our demographic breakdown is as follows:

- 33% White
- 31% Asian
- 19% Hispanic
- 10% African American
- 8% Mixed Race

Demographics Strengths

Our campus enjoys a diverse population, and we celebrate students from all backgrounds and cultures. We are one of only four campuses in CFISD to offer a Spanish action-based learning lab as a part of our specials rotation, and we will celebrate in the Spring with a Spanish Festival. We also serve 141 GT students in the Horizons program and will celebrate in a vertically aligned GT showcase in the Spring with Bridgeland High School.

Student Achievement

Student Achievement Summary

Because this is the inaugural year for McGown Elementary, we do not have student achievement data from the 2021-2022 testing year. Based on information received from sending schools, we have identified the following:

current 4th grade students who did not meet standard on STAAR:

- 10 reading
- 14 math

current 5th grade students who did not meet standard on STAAR:

- 6 reading
- 7 math

Student Achievement Strengths

For students whom we have reported scores:

Reading

- fourth grade: 84 of 146 students scored MASTERS expectations (58%)
- fifth grade: 64 of 101 students scored MASTERS expectations (63%)

Math

- fourth grade: 52 of 146 students scored MASTERS expectations (36%)
- fifth grade: 43 of 101 students scored MASTERS expectations (43%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Some students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Summary

The following are the needs of the campus in regard to School Culture and Climate: We do not have student attendance or discipline data to review and report since 2022-2023 is our first year. For this first year, we established our PBIS system and school-wide expectations for students and staff.

W Willpower

I Integrity

S Safe

E Effort

We focus on providing a safe and secure learning environment for all of our students and staff, while promoting a positive growth mindset for all. As a staff, we are lifelong learners, and as a 212 school, we model and emphasize the importance of the extra degree of effort in everything we do.

We are committed to the importance of constantly developing a culture where students and staff are eager to attend school each and every day.

School Culture and Climate Strengths

- Routinely conduct Safety and Security drills school-wide and reflect on refinement
- Golden Owl Safety Challenges for each grade level
- Administrators, Instructional Specialists, and Coaches 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 Professional Learning Communities monthly
- Teachers participate in weekly grade level content area planning sessions
- 212

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The following are the needs of the campus in regard to Staff Quality, Recruitment and Retention: Launching our first year, we have hired an experienced staff, representing 84 of our 88 CFISD campuses. Additionally, we have 14 teachers new to CFISD, of which 4 are brand new to teaching and 17 new paraprofessionals. We have 2 Lead Mentors supporting our new staff and assisting them with navigating their new job roles.

Staff members participate in continuous growth opportunities through purposeful professional development, book studies, coaching, and mentorship. Many of our staff members are committed to extending their educational goals through successful completion of Bachelor, Master, and Doctorate degrees and additional specialized certifications. Several staff members participated in presenting professional development District-wide in August.

Staff Quality, Recruitment, and Retention Strengths

- Administration and our Instructional Support team continue to encourage professional growth to help increase Bachelor, Master, and Doctorate degrees, and additional specialized certifications
- Provide development opportunities to staff members interested in various roles of leadership
- New teacher/mentor teacher share sessions
- Teachers participating in the CFISD cohort for National Board Certification

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As a new campus, we do not yet have accountability data to review and report from 2022. Based on this school year's beginning of year assessment, the following is noted:

Reading:

Kindergarten- 70 of 172 students performed at the Masters level (41%)

1st Grade- 88 of 187 students performed at the Masters level (47%)

2nd Grade- 79 of 161 students performed at the Masters level (49%)

3rd Grade- 80 of 173 students performed at the Masters level (46%)

4th Grade- 65 of 161 students performed at the Masters level (40%)

5th Grade- 52 of 115 students performed at the Masters level (45%)

Math:

Kindergarten- 86 of 173 students performed at the Masters level (50%)

1st Grade- 78 of 184 students performed at the Masters level (42%)

2nd Grade- 74 of 165 students performed at the Masters level (45%)

3rd Grade- 82 of 168 students performed at the Masters level (49%)

4th Grade- 69 of 161 students performed at the Masters level (43%)

5th Grade- 48 of 115 students performed at the Masters level (42%)

Science:

3rd Grade- 98 of 172 students performed at the Masters level (57%)

4th Grade- 90 of 157 students performed at the Masters level (57%)

5th Grade- 71 of 115 students performed at the Masters level (62%)

Curriculum, Instruction, and Assessment Strengths

Based on beginning of year assessment, most students are performing at high levels . We will continue to differentiate instruction to meet the needs of all learners so that all students

make incremental growth this year.

Parent and Community Engagement

Parent and Community Engagement Summary

We believe in the power of a strong home/school partnership and are committed to ensuring a collaborative approach in the education of McGown Owls.

Parent and Community Engagement Strengths

-VIPS participation

-Local business and community partnerships (ex: CFFCU)

-School Priority Day - 10-25-22

-Established Individual Grade Level Parent Engagement Events:

- Kindergarten Literacy Luau- 04-14-23
- Pumpkin Palooza (1st grade)- 10-28-22
- Escape Rooms (2nd grade)- 04-06-23
- Shops on Main Street (3rd grade)- 03-07-23
- Go Texan Day Parade (4th grade)- 02-24-23
- Wax Museum (5th grade)- 03-03-23

-School-wide parent engagement events:

- Night at the Nest
- Jingle Bell Walk
- Watch Dog Dads
- Maker Space

Goals




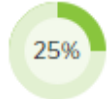





Revised/Approved: February 22, 2023














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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading/ELA:</p> <ul style="list-style-type: none"> - We will utilize our IMA reading resources in order to support our implementation of the ELAR TEKS. - We will participate in the content area planning sessions, focusing on the implementation and integration of the ELAR TEKS. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.-</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialist, and Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing:</p> <ul style="list-style-type: none"> - We will participate in content area planning sessions, focusing on the implementation and integration of the new ELAR TEKS. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialist, and Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math:</p> <ul style="list-style-type: none"> - We will participate in content area planning sessions, focusing on the integration and implementation of math TEKS. - We will use digital content in the area of mathematics. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialist, and Administrators</p>	Formative		
	Nov	Feb	May
			




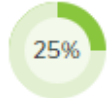






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science:</p> <ul style="list-style-type: none"> - We will participate in content area planning sessions, focusing on the integration and implementation of science TEKS. - We will enhance the rigor in our science lessons by providing hands-on learning experiences in science labs. - We will utilize outdoor learning spaces, created for science discovery (ie sun dial, stream table, outdoor measurement spaces, and compass rose). <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, and Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes:</p> <ul style="list-style-type: none"> - "Closing the Gap time" is from 3:15-3:40 - Teachers will assess ongoing checkpoint data to comprise small groups. - Once in their groups, teachers will address each student's gaps observed in the data. - Groups will flexibly form based on the grade level needs. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists and Coaches</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Tutoring Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, McGown students will have demonstrated incremental growth on grade level reading and math TEKS as demonstrated by District assessments. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area interventionist Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, McGown students will have demonstrated incremental growth on grade level reading and math TEKS as demonstrated by District assessments. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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		
<p>Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</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 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: While continuing to adhere to health and safety protocols and the importance of staying home when sick, we will encourage students to be mentally present while at school and will focus on our PBIS systems to encourage active participation.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers, Para-Professionals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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 less than 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline:</p> <ul style="list-style-type: none"> - We have our PBIS Matrix in place to meet the needs of our current population. - Willpower - Integrity - Safe - Effort <p>- We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be less than 5%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Teachers, and PBIS Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Violence Prevention:</p> <ul style="list-style-type: none"> - Our PBIS Leadership team will facilitate different schoolwide events and contests to help keep our campus safe, such as the Golden Owl Safety Challenge (exterior doors, dismissal procedures, cafeteria safety, etc.). <p>We will partner with both Cypress Ranch High School and Bridgeland High School to include the PALS program, providing student mentors for some of our At-Risk students.</p> <p>Strategy's Expected Result/Impact: SELECT ONE:</p> <p>Violent incidents will be at 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors , Teachers</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will be at 95% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: - Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Feb	May
	N/A	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 2022-23 school year, teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Exceeded Objective




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development:</p> <ul style="list-style-type: none"> - Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal setting process with appraiser. - Teachers are encouraged to become Microsoft Innovative Educators or Google Certified Educators. - Teachers will attend professional development within and outside the district, based on their goals set with appraiser. - Teachers will visit CFISD model teacher classrooms (ie Kindergarten at Rennell) - Assistant Principals are participating in the Science of Teaching Reading Academy. <p>Strategy's Expected Result/Impact: Additional certifications obtained and specific professional growth areas addressed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers</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 2022-23 school year, we will have a baseline for family and parent engagement from which to build on in the future.


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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will provide a climate where families are given the opportunity to take an active role in their child's education through the following activities:</p> <ul style="list-style-type: none"> - VIPS participation - Local business and community partnerships (ex: CFFCU) - Book Character Pumpkins - Veterans' Day Program - Watch Dog Dad Pizza Night- 11-15-22 - Music Memory Contest - Choral Festival Night- 04-18-23 - Rodeo Art Night at Berry Center - District Elementary Art Show at Berry Center - Jingle Bell Walk - Career Day- 01-20-23 - Spanish Festival- 01-31-23 - Owlette Dance Team- performed at Superintendent's Fun Run- 04-01-23 - Kindergarten Literacy Luau- 04-14-23 - Pumpkin Palooza (1st grade)- 10-28-22 - Escape Rooms (2nd grade)- 04-06-23 - Shops on Main Street (3rd grade)- 03-07-23 - Go Texan Day Parade (4th grade)- 02-24-23 - Wax Museum (5th grade)- 03-03-23 - 5th grade Recognition Ceremony - Kindergarten Recognition Ceremony - Bridgeland HS GT Showcase- 03-27-23 - Spring Field Day - Kindergarten Musical- 05-09-23 - 2nd grade Musical- 04-04-23 - 4th grade Musical- 03-07-23 - Spring Fine Arts Showcase- 05-18-23 <p>Strategy's Expected Result/Impact: Parent and family engagement will be strong. Staff Responsible for Monitoring: All Staff</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

2022-2023 CPOC

Committee Role	Name	Position
Principal	Laura Ann	Principal
Classroom Teacher	Hannah Covington	PreK Teacher
Classroom Teacher	Yanely Martinez	Kinder Teacher
Classroom Teacher	Sara Price	1st grade Teacher
Classroom Teacher	Christina Tran	2nd grade Teacher
Classroom Teacher	Danielle Thomas	3rd Grade Teacher
Classroom Teacher	Nicole Campfield	4th grade Teacher
Classroom Teacher	Michelle Bledsoe-Bell	5th grade Teacher
Classroom Teacher	add name	Teacher #8
Non-classroom Professional	Amanda Garrett	AP
Non-classroom Professional	Catherine Sauer	AP
Classroom Teacher	Natasha Sufi	Art
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	Jennifer Garsstecki	Administrator (LEA) #1
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: 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	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Math	3	McGown	All	149	136	91%		92%	103	69%		80%	52	35%		50%
Math	3	McGown	Hispanic	30	27	90%		90%	20	67%		69%	6	20%		24%
Math	3	McGown	Am. Indian	*	*	*		*	*	*		*	*	*		*
Math	3	McGown	Asian	32	32	100%		96%	29	91%		91%	20	63%		68%
Math	3	McGown	African Am.	16	13	81%		75%	8	50%		63%	3	19%		38%
Math	3	McGown	Pac. Islander	*	*	*		*	*	*		*	*	*		*
Math	3	McGown	White	59	53	90%		93%	40	68%		80%	19	32%		48%
Math	3	McGown	Two or More	12	11	92%		94%	6	50%		78%	4	33%		50%
Math	3	McGown	Eco. Dis.	15	13	87%		71%	9	60%		57%	4	27%		*
Math	3	McGown	Emergent Bilingual	16	15	94%		80%	11	69%		73%	5	31%		33%
Math	3	McGown	At-Risk	52	42	81%		83%	27	52%		61%	15	29%		34%
Math	3	McGown	SPED	19	16	84%		62%	8	42%		46%	4	21%		*
Math	4	McGown	All	97	90	93%		92%	67	69%		80%	42	43%		50%
Math	4	McGown	Hispanic	15	15	100%		97%	11	73%		85%	7	47%		42%
Math	4	McGown	Am. Indian	*	*	*		*	*	*		*	*	*		*
Math	4	McGown	Asian	33	32	97%		100%	29	88%		91%	19	58%		62%
Math	4	McGown	African Am.	7	6	86%		76%	3	43%		65%	2	29%		29%
Math	4	McGown	Pac. Islander	*	*	*		*	*	*		*	*	*		*
Math	4	McGown	White	39	36	92%		90%	23	59%		77%	14	36%		55%
Math	4	McGown	Two or More	*	*	*		85%	*	*		62%	*	*		*
Math	4	McGown	Eco. Dis.	11	10	91%		86%	8	73%		79%	1	9%		*
Math	4	McGown	Emergent Bilingual	8	8	100%		95%	6	75%		67%	3	38%		38%
Math	4	McGown	At-Risk	27	22	81%		78%	14	52%		55%	7	26%		35%
Math	4	McGown	SPED	*	*	*		84%	*	*		63%	*	*		37%
Math	5	McGown	All	McGown Elementary will open for the 2022-23 school				95%				75%				46%
Math	5	McGown	Hispanic					95%				80%				45%
Math	5	McGown	Am. Indian					*				*				*
Math	5	McGown	Asian					98%				87%				64%
Math	5	McGown	African Am.					100%				57%				*
Math	5	McGown	Pac. Islander					*				*				*
Math	5	McGown	White					96%				69%				36%
Math	5	McGown	Two or More					*				*				*
Math	5	McGown	Eco. Dis.					100%				75%				*
Math	5	McGown	Emergent Bilingual					92%				75%				42%
Math	5	McGown	At-Risk					87%				52%				32%
Math	5	McGown	SPED					*				*				*
Reading	3	McGown	All	149	139	93%		92%	113	76%		76%	87	58%		46%
Reading	3	McGown	Hispanic	30	27	90%		86%	23	77%		66%	15	50%		38%
Reading	3	McGown	Am. Indian	*	*	*		*	*	*		*	*	*		*
Reading	3	McGown	Asian	32	32	100%		96%	29	91%		89%	22	69%		68%
Reading	3	McGown	African Am.	16	14	88%		81%	10	63%		63%	9	56%		31%
Reading	3	McGown	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: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Reading	3	McGown	White	59	56	95%		90%	42	71%		68%	34	58%		38%
Reading	3	McGown	Two or More	12	10	83%		100%	9	75%		83%	7	58%		*
Reading	3	McGown	Eco. Dis.	15	14	93%		79%	11	73%		57%	5	33%		*
Reading	3	McGown	Emergent Bilingual	16	15	94%		80%	11	69%		47%	5	31%		*
Reading	3	McGown	At-Risk	52	43	83%		78%	29	56%		51%	19	37%		22%
Reading	3	McGown	SPED	19	17	89%		77%	13	68%		54%	10	53%		*
Reading	4	McGown	All	97	92	95%		95%	78	80%		80%	63	65%		53%
Reading	4	McGown	Hispanic	15	15	100%		100%	12	80%		91%	9	60%		48%
Reading	4	McGown	Am. Indian	*	*	*		*	*	*		*	*	*		*
Reading	4	McGown	Asian	33	32	97%		93%	26	79%		84%	25	76%		66%
Reading	4	McGown	African Am.	7	7	100%		94%	7	100%		65%	3	43%		35%
Reading	4	McGown	Pac. Islander	*	*	*		*	*	*		*	*	*		*
Reading	4	McGown	White	39	37	95%		97%	32	82%		82%	25	64%		56%
Reading	4	McGown	Two or More	*	*	*		85%	*	*		54%	*	*		*
Reading	4	McGown	Eco. Dis.	11	11	100%		93%	6	55%		79%	4	36%		*
Reading	4	McGown	Emergent Bilingual	8	7	88%		81%	6	75%		52%	5	63%		33%
Reading	4	McGown	At-Risk	27	23	85%		84%	18	67%		55%	13	48%		37%
Reading	4	McGown	SPED	*	*	*		95%	*	*		63%	*	*		42%
Reading	5	McGown	All	McGown Elementary will open for the 2022-23 school				95%				82%				62%
Reading	5	McGown	Hispanic					100%				90%				70%
Reading	5	McGown	Am. Indian					*				*				*
Reading	5	McGown	Asian					96%				85%				64%
Reading	5	McGown	African Am.					93%				64%				64%
Reading	5	McGown	Pac. Islander					*				*				*
Reading	5	McGown	White					98%				84%				58%
Reading	5	McGown	Two or More					*				*				*
Reading	5	McGown	Eco. Dis.					100%				88%				*
Reading	5	McGown	Emergent Bilingual					92%				58%				*
Reading	5	McGown	At-Risk					84%				58%				29%
Reading	5	McGown	SPED					*				*				*
Science	5	McGown	All	McGown Elementary will open for the 2022-23 school				89%				68%				37%
Science	5	McGown	Hispanic					100%				75%				35%
Science	5	McGown	Am. Indian					*				*				*
Science	5	McGown	Asian					98%				72%				55%
Science	5	McGown	African Am.					71%				50%				*
Science	5	McGown	Pac. Islander					*				*				*
Science	5	McGown	White					84%				69%				29%
Science	5	McGown	Two or More					*				*				*
Science	5	McGown	Eco. Dis.					100%				63%				*
Science	5	McGown	Emergent Bilingual					92%				42%				*
Science	5	McGown	At-Risk					77%				45%				26%
Science	5	McGown	SPED					*				*				*

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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