

Cypress-Fairbanks Independent School District

Andre' Elementary School

2023-2024





Mission Statement

The mission of the Andre' Leopards is to achieve excellence and success. We believe in collaboration, compassion, and opportunity.

Vision

Andre' will invest in every student, everyday, **empowering** them to **achieve** at high levels through relevant **learning** experiences that inspire students' **dreams**.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Andre' is a campus in Cypress, Texas. Andre' opened its doors in 2006. Andre' is projected to serve 1026 students in grades PK-5th Grade during the 2023-2024 school year, which is an increase from the previous year of 60 student at the end of the 2022-23.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Andre's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- Preliminary STAAR data
- Title I Budget
- DPMs Behnchmarks

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on may 9, 2023 and again on August 19, 2023 to develop and finalize the CNA. The meetings were held in Library at 4:30 PM,

At the first meeting on May 9, 2023, principal Carmen Lozano reviewed premilinary data and data for the CIP goals for the 2022-2023 school year. The CPOC team broke up into groups to discuss the individual data and determine the progress on goals. Teams also determined areas of growth still needed. Plus/deltas for various academic. behavior and safety goals for the year. A prliminary Title I budge was reviwwed witht he staff and plans for the 2023-2024 school year.

At the second meeting on August 19, 2023 the CPOC during this meeting STAAR and campus data was reviewed to determine the strengths and areas of growth by academic areas and sub pop. Base don the data presented problem statements and root causes were determined. A Title I budget was reviewed to support the needs of the CIP.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically math our subpops of Hispanic, EB, African American and ED students. Through the root cause analysis process, we identified we need to increase student numeracy knowledge through teacher modeling representation and use of manipulatives.

Our second identified priority problem is in the area of student achievement, specifically our students needs improvement in phonemic awareness, specifically in letter sounds and decoding leading to lower reading fluency, comprehension, and ECRs with our African American, EB, Hispanic, and White sub pops. Through the root cause analysis process, we identified We need to plan systematic and explicit instruction with purposeful delivery.

Our third identified priority problem is in the area of discipline, our numbers of referrals for inappropriate physical contact between students increased for 2023. Through the root cause analysis process, we identified staff not using common language, and reinforcing appropriate behavior within the classroom, and teaching social skills.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Reading:

In 3rd grade gains were made at the approaches level for the following sub pops AA 70% and white 95%. Gains were made at the masters level for the AA 46% & white 71%. At the meets level the AA 46% & white 71% sub pops beat the district level. At the masters level AA sub pop beat the district average at 18% and Eco dis 16%.

In 4th grade overall gains were noted at the approaches level at 75%. At the approaches level gains were noted within the following sub pops; Hispanic 78%, Eco Dis 73%, Emergent Bilingual 73% and Special Ed. 50%.

In 5th grade beat district average at the approaches level for the following sub pops AA 84% and white 94%. At the meets level district averages were beat in the following sub pops AA 51%. At the masters level gains district averages were beat in the following sub pops AA 35%, Eco Dis 25% and At-risk 22%. Gains were noted at the approaches level for the white and sped sub pops and at the masters level for the AA sub pops.

Overall students 75% or more of students meet the approaches level in grades 3-5 on the reading STAAR.

Math: In math 3rd grade made gains at the approached and meets level from the 21-22 school year. 3rd grade beat the district average at the approaches level for the following sub pops AA 67%, White 90%, Sped 47% at the meets level they beat the district average in the following sub pops; Hispanic 40%, AA 35%, White 67%, Eco Dis 34% and at the masters level the following sub pops AA 13% and Eco Dis 11. Gains were notes with the AA sub pops at the approaches, meets and masters level.

4th grade beat the district average at the meets level for the following sub pop. white 67%. Gains were noted at the approaches and meets level for the sped and white sub pops.

In 4th grade at the approaches level the following sub pop beat the district average white 94%. Gains were noted at the approaches, meets and masters level for the following sub pop white. Gains were noted at the approaches and meets level for the sped sub pop.

Science: In science 64% meet the passing standards, 38% at the meets level and 14% at the masters level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA:Our Reading performance by sup pops (African American, EB, Hispanic, and White) students needs improvement in phonemic awareness, specifically

in letter sounds and decoding leading to lower reading fluency, comprehension, and ECRs. **Root Cause:** RLA: We need to plan systematic and explicit instruction with purposeful delivery.

Problem Statement 2: Math: Our math performance by sub-pops (Hispanic, EB, African American, and ED) students need improvement compared to other subgroups. **Root Cause:** Math: We need to provide additional opportunities for students to increase their numeracy knowledge through model representation and the use of manipulatives before moving on to algorithms.

Problem Statement 3: Science: Our Science performance by sub pops (Hispanic and Emergent Bilingual) students needs improvement in comparison to other subgroup **Root Cause:** Science: We need to purposefully plan small groups tailored towards specific TEKS, interactive vocabulary activities, and incorporating hands-on labs and real world applications and writing.

Problem Statement 4: Students are beginning the 2023-24 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 Strengths

The following are strengths of the campus in regard to school culture and climate.

According to the 2022 - 2023 Employee Perception Survey:

- 96% of staff believe Opportunities exist for me to think for myself.
- 96% of staff believe Opportunities for professional growth are available.
- 93% of staff believe the work I am asked to do directly relates to my job responsibilitiesquality work is expected of students
- 91 % of staff believe the work I am asked to do directly relates to my job responsibilities
- 91 % of staff believe Opportunities are available to provide input.
- 91 % of staff believe Procedures have been implemented to keep me safe at work
- 100% of staff believe Quality work is expected of me.
- 89% of staff believe Collaboration is encouraged and practiced.
- 93% of staff believe There are opportunities to discuss my concerns with my campus administrators.
- 86% of staff believe Various forms of feedback are given to me to help me improve my performance.
- 95% of staff believe Information related to my job is accessible
- 91% of staff believe Staff appreciation is built into the school culture
- 98% of staff believe I am clear about my job responsibilities.
- 97% of staff believe Quality work is expected of students
- 97% of staff believe Decisions are data driven

PBIS was revamped at the beginning of the 21-22 school year, there is a increase in common lanuage and consistency wiith the use of PBIS rewards amongst staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: We are experiencing growth of new students that are not familiar with the culture of the campus increase in the number of student office referrals due inappropriate physical contact. **Root Cause:** Staff is not coinsistent with common language, clear expectations and routines and reinforcing expected behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.



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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: We will participate in the content area planning sessions, focusing on the implementation and integration of the ELAR TEKS. All teachers will focus on the improvement of phonic instruction while utilizing sound walls to improve reading and spelling. In grades 3rd - 5th, teachers will implement a consistent strategy to respond to constructed response questions across all content areas - reading, math, and science.</p> <p>We will purchase a yearly subscription to Flocabulary and BrainPop in order to support vocabulary instruction. All grade levels will implement handwriting and keyboarding without tears with fidelity. Consultation with Elizabeth Martin</p> <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, Literacy Coaches and Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: We will commit to planning for purposeful small group instruction, interactive vocabulary, real-world problem-solving, model representation, and the use of manipulatives utilizing critically based thinking strategies for our students.</p> <p>Strategy's Expected Result/Impact: Meets or exceeds the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standards" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for vocabulary instruction, enhanced discourse, and hands-on instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Math Coaches and Administrators</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will provide hands-on experiments to support the scientific process and the claim/evidence/reason process. The school garden will be updated, and lessons will be provided to students that align with district curriculum. The school will coordinate with volunteers to provide demos from the Science Resource Center. Interactive, student-created word walls will be implemented to allow for application of science vocabulary to real-world applications. The campus will buy supplies and resources for experiments and the garden.</p> <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 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes:</p> <ul style="list-style-type: none"> - Closing the gap time will occur in the morning for grades K-2. Grades 3-5 will be staggered in order to maximize support for students. - Teachers will assess data to comprise small groups. - Once in their groups, teachers will address each student's gaps observed in the data. - Groups will rotate based on learning 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
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education: Students will be provided opportunities to participate in the following enrichment programs, courses, and/or activities:</p> <ul style="list-style-type: none"> - Junior Counselor, where they will mentor/coach/support other students with school-related issues. - Principal's Advisory Team, where they will enhance their leadership skills while working in a small group with our principal. - Spelling Bee for 3rd-5th grades. - Spring choir - Opportunities to explore leadership jobs within the classroom and campus. - Select students will participate in Dierker's Champs baseball team competing with other schools. - Girls on the Run, Student Council, Andre' Steppers, and the Twirling Team are all outside student groups that students may participate in at Andre'. - K-level Scholar Initiative, where 5th-grade students will monitor their academic progress in all content areas and strive to maintain eligibility in K-level classes for middle school. - Library maker space activities - Students in the gifted and talented program have the opportunity to participate in DaVinci Day and the Horizons showcase. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increase the number of students from meets to masters</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Technology Specialist, Librarian, Counselors and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, (African American, SPED, EB) students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Two Salaries- The Restorative Coach (Behavior Intervention) will work with teachers and students in order to help those students who are struggling socially or behaviorally. The class size reduction teacher will aid in reducing class size numbers to support smaller classes for quality instruction.</p> <ol style="list-style-type: none"> 2. Two Instructional online programs- Flocabulary and BrainPop provide individualized targeted support. 3. Consumable science materials are used to enhance science lab instruction. 4. Supplies for organization and management of restorative practices and PBIS 5. Consultant : Garden Lady- providing additional science interventions in meeting or exceeding instructional targets. 6. Student, PAFE snacks and supplies will be used to support before/after school events such as Curriculum Night for Reading and STEAM hands-on activities to model strategies for parents to use at home to support their children. 7. Teacher/Para Extra Duty Pay- (1) After school tutoring and/or Saturday learning opportunities will allow for additional instruction for at-risk students and to help students move from DNM to approaches and approaches to meets/masters. (2) PAFE night para support child care for families to increase parent engagement. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Coaches, Counselors, Temporary Workers and Teachers</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify










Discontinue

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Some progress made toward meeting Objective






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Teachers will tutor students after-school for ELA & Math</p> <p>Strategy's Expected Result/Impact: By the end of 2023-2024 school year, students in the target group will improve reading level and be reading on grade level (2nd-5th).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: By the end of 2023-2024 school year, students in the target group will make 1 year growth (2nd-5th) in math and 90%+ will pass the DPM (2nd) or reach the approaches level on STAAR (3rd-5th)</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: By the end of 2023-2024 school year, students in the target group will make 1 year growth (2nd-5th) in math and 90%+ will pass the DPM (2nd) or reach the approaches level on STAAR (3rd-5th).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR data

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	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 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		
Strategy 1: Campus Safety: All Andre' staff will work on developing strong relationships with each other and our community through the implementation of PBIS, project safety, BOTB, restorative circles and Sanford Harmony lessons daily during community time.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	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 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		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate 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 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed at teaching rules, procedures, and expectations that create a positive school climate.</p> <p>We are implementing a full-time Restorative Coach on campus this year.</p> <ul style="list-style-type: none"> - She will be responsible for doing daily check-in with those students who are having consistent problems in the classroom. - She will be the Lead in our PBIS Leadership Team, organizing and presenting to staff once a month. - She will work with teachers on establishing different classroom management procedures to help those students who need some assistance. <p>We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students. Counselors will have a counselor's corner in the morning to do check-ins with students and provide support to students in need/crisis.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS, Character Education, Well-Managed Schools, and Project Safety. Use of Restorative Coach.</p> <p>We have our PBIS Matrix in place to meet the needs of our current population.</p> <ul style="list-style-type: none"> - Leadership -Effort -Accountability -Disciplined <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: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Restorative Coach, Teachers and PBIS Leadership Team</p>	Formative		
	Nov	Feb	May
			



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: Some progress made toward meeting 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.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Feb	May
			
<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, 85% 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>Strategy 1: High-Quality Professional Development:</p> <ul style="list-style-type: none"> - Staff will receive professional development from educational entities such as the ASCD, Region IV, International Center for Leadership in Education, N2 Learning, etc. - Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal-setting process with their appraiser. - Campus-based opportunities for professional learning. - Teachers will have opportunities to observe colleagues and teachers from other campuses. - The Administrative Team will conduct classroom walks to provide coaching. <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 current school year, parent and family engagement will increase by 20%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Consistently communicate with parents via Smore monthly, parent communicator, Remind, Instagram, Twitter, Facebook, campus website, marquee, and teacher weekly newsletters. We will provide a climate where families are given the opportunity to take an active role in their child's education through family nights.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Carmen Lozano	Principal
Teacher #1	Madison Buhl	Teacher #1
Teacher #3	Kimberly Ivey	Teacher #3
Teacher #4	Brandy Mace	Teacher #4
Teacher #5	Alma Gallaher	Teacher #5
Teacher #6	Andrea Christi	Teacher #6
Teacher #7	Katelyn Fennel	Teacher #7
Teacher #8	Beneranda Alvarez	Teacher #8
Other School Leader (Nonteaching Professional) #1	Nicole Carroll	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #2	Leah Trahan	Other School Leader (Nonteaching Professional)
Administrator (LEA) #1	Lee Carrier	Administrator (LEA) #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Parent #1	Stephanie Clark	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Jessica Blevins	Paraprofessional #1
Paraprofessional #2	Karyme Garcia	Paraprofessional #2
Other School Leader (Nonteaching professional) #3	Other School Leader (Nonteaching professional) #3	Other School Leader (Nonteaching professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Classroom Teacher	Cassandra Thomas	Teacher #9

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Reading	3	Andre'	ES 3	All	150	112	75%	80%	5%	68	45%	50%	5%	30	20%	25%	5%
Reading	3	Andre'	ES 3	Hispanic	57	39	68%	75%	7%	20	35%	40%	5%	9	16%	21%	5%
Reading	3	Andre'	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Andre'	ES 3	Asian	7	6	86%	90%	4%	*	*	*	*	*	*	*	*
Reading	3	Andre'	ES 3	African Am.	56	39	70%	75%	5%	26	46%	50%	4%	10	18%	23%	5%
Reading	3	Andre'	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Andre'	ES 3	White	21	20	95%	98%	3%	15	71%	76%	5%	7	33%	38%	5%
Reading	3	Andre'	ES 3	Two or More	9	8	89%	94%	5%	*	*	*	*	*	*	*	*
Reading	3	Andre'	ES 3	Eco. Dis.	88	58	66%	73%	7%	32	36%	40%	4%	14	16%	21%	5%
Reading	3	Andre'	ES 3	LEP Current	35	21	60%	67%	7%	8	23%	30%	7%	*	*	*	*
Reading	3	Andre'	ES 3	At-Risk	65	34	52%	60%	8%	13	20%	25%	5%	*	*	*	*
Reading	3	Andre'	ES 3	SPED	15	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Andre'	ES 3	All	157	118	75%	80%	5%	63	40%	45%	5%	21	13%	20%	7%
Reading	4	Andre'	ES 3	Hispanic	86	67	78%	80%	2%	33	38%	45%	7%	10	12%	18%	6%
Reading	4	Andre'	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Andre'	ES 3	Asian	12	12	100%	100%	0%	9	75%	80%	5%	*	*	*	*
Reading	4	Andre'	ES 3	African Am.	37	22	59%	64%	5%	9	24%	35%	11%	*	*	*	*
Reading	4	Andre'	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Andre'	ES 3	White	16	12	75%	80%	5%	9	56%	62%	6%	*	*	*	*
Reading	4	Andre'	ES 3	Two or More	6	5	83%	88%	5%	*	*	*	*	*	*	*	*
Reading	4	Andre'	ES 3	Eco. Dis.	84	61	73%	75%	2%	26	31%	40%	9%	*	*	*	*
Reading	4	Andre'	ES 3	LEP Current	37	27	73%	78%	5%	8	22%	28%	6%	*	*	*	*
Reading	4	Andre'	ES 3	At-Risk	91	60	66%	71%	5%	24	26%	30%	4%	*	*	*	*
Reading	4	Andre'	ES 3	SPED	10	5	50%	55%	5%	*	*	*	*	*	*	*	*
Reading	5	Andre'	ES 3	All	155	127	82%	87%	5%	84	54%	61%	7%	50	32%	38%	6%
Reading	5	Andre'	ES 3	Hispanic	60	44	73%	78%	5%	28	47%	56%	9%	13	22%	27%	5%
Reading	5	Andre'	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Andre'	ES 3	Asian	17	15	88%	93%	5%	13	76%	80%	4%	10	59%	65%	6%
Reading	5	Andre'	ES 3	African Am.	55	46	84%	90%	6%	28	51%	54%	3%	19	35%	40%	5%
Reading	5	Andre'	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Andre'	ES 3	White	18	17	94%	100%	6%	12	67%	72%	5%	7	39%	44%	5%
Reading	5	Andre'	ES 3	Two or More	5	5	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	5	Andre'	ES 3	Eco. Dis.	95	72	76%	80%	4%	42	44%	49%	5%	24	25%	30%	5%
Reading	5	Andre'	ES 3	LEP Current	36	21	58%	63%	5%	11	31%	36%	5%	*	*	*	*
Reading	5	Andre'	ES 3	At-Risk	112	85	76%	81%	5%	49	44%	48%	4%	25	22%	27%	5%
Reading	5	Andre'	ES 3	SPED	19	8	42%	47%	5%	*	*	*	*	*	*	*	*
Math	3	Andre'	ES 3	All	150	106	71%	78%	7%	62	41%	46%	5%	21	14%	19%	5%
Math	3	Andre'	ES 3	Hispanic	58	37	64%	70%	6%	23	40%	45%	5%	6	10%	15%	5%
Math	3	Andre'	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Andre'	ES 3	Asian	7	7	100%	100%	0%	*	*	*	*	*	*	*	*
Math	3	Andre'	ES 3	African Am.	55	37	67%	70%	3%	19	35%	40%	5%	7	13%	18%	5%
Math	3	Andre'	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Andre'	ES 3	White	21	19	90%	95%	5%	14	67%	72%	5%	6	29%	34%	5%
Math	3	Andre'	ES 3	Two or More	9	6	67%	72%	5%	*	*	*	*	*	*	*	*
Math	3	Andre'	ES 3	Eco. Dis.	87	55	63%	68%	5%	30	34%	39%	5%	10	11%	15%	4%
Math	3	Andre'	ES 3	LEP Current	36	21	58%	63%	5%	10	28%	33%	5%	*	*	*	*
Math	3	Andre'	ES 3	At-Risk	65	35	54%	60%	6%	16	25%	30%	5%	*	*	*	*
Math	3	Andre'	ES 3	SPED	15	7	47%	52%	5%	*	*	*	*	*	*	*	*
Math	4	Andre'	ES 3	All	157	84	54%	60%	6%	52	33%	38%	5%	14	9%	14%	5%
Math	4	Andre'	ES 3	Hispanic	86	45	52%	58%	6%	27	31%	36%	5%	*	*	*	*
Math	4	Andre'	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Andre'	ES 3	Asian	12	11	92%	95%	3%	9	75%	80%	5%	*	*	*	*
Math	4	Andre'	ES 3	African Am.	38	14	37%	43%	6%	5	13%	19%	6%	*	*	*	*

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in 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 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 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 the reading and writing block.
- 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)
 - Boost 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
 - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, 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 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.