

Cypress-Fairbanks Independent School District

Black Elementary School

2023-2024



Mission Statement

The staff at Black Elementary believes that all students can learn regardless of level of ability, environment or ethnicity. Our mission is to collaborate with staff, students, families and community members to provide a safe, nurturing environment, set high academic and behavioral standards, respect diversity, and promote life-long learning. The Black Elementary student will be: an effective communicator; a competent problem solver; a self-directed learner; a responsible citizen, and a quality producer.

Vision

Educating the whole child: mind, body and spirit.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our ED, LEP and SPED students consistently score lower than our target goals across the grade levels. **Root Cause:** RLA: Teachers need to directly teach decoding and comprehension skills.

Problem Statement 2: Math: Our ED, LEP and SPED students consistently score lower than our target goals across grade levels. **Root Cause:** Math: Teachers need support on planning structured conversations using math vocabulary and need to teach with online math programs.

Problem Statement 3: Science: Our LEP students consistently score lower than all other sub populations in 5th grade. **Root Cause:** Science: Teachers need to plan for structured conversations using specific vocabulary. Teachers also need to plan for purposeful critical writing opportunities.

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.

School Culture and Climate

School Culture and Climate Summary

Black Elementary continues to implement all safety procedures and maintains a positive, productive and safe environment for all staff and students. All emergency operation practices are implemented and all drills are completed.

School Culture and Climate Strengths

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

Other strengths include:

In 2022-2023 our office referrals decreased in 4th and 5th grade from the previous year.

Overall suspensions and removals decreased as well.

Social Skills and PBIS expectations were explicitly taught during Social Circle each day and positively reinforced on a regular basis through Bearkat Bucks and Bearkat Elite. From November 2022 - May 25, 2023 regular Bearkat Elite celebrations motivated students to reach and maintain their elite "Bearkat BEST" status.

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: Staff attendance is lower than years past. **Root Cause:** Teacher/Paraprofessional Attendance: Staff have been more cautious of illness spreading since covid and have taken more time off when they are ill.

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








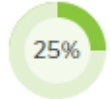

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will build student's ability to decode and comprehend text through modeling, structured conversations and direct/explicit instruction.</p> <p>Strategy's Expected Result/Impact: Students will show a year's growth in RLA shown through MAP, mClass, circle and STAAR testing.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will build a learner centered environment that develops the students' understanding of problem solving through conceptual understanding inclusive of structured conversations and direct/explicit instruction both online and off. Teachers will also directly teach critical writing skills using mathematical language.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, all students preK-5 will show a year's growth in math using MAP, STAAR, Circle, and local benchmarks.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers need to build a learner centered environment that develops the students' understanding of problem solving through conceptual understanding inclusive of structured conversations and direct/explicit instruction both online and off. Teachers also need to directly teach critical writing skills.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, students in all grades will show a year's growth in science knowledge through results on benchmarks and observations. 85% of the 5th grade students will pass the 5th grade STAAR science test.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: small group instruction on differentiated skills as well as planned activities for those not in small group to be spiralling learning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, IS's, Administrators</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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Teachers will work with students before school starts to close gaps in learning.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 90% of our students will show ones year or more growth through mclass, map and staar testing results.</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 the 2023-2024 school year, all students in tutoring will pass the STAAR test and show a year or more growth on MAP and/or mClass testing.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Extended Instructional Time (Closing the Gaps): Provide students with additional support in mathematics through the online platform Zearn.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: Lead4Ward Training and Extended deep planning twice in the year.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, our 3rd, 4th, and 5th grade students who failed the STAAR test the prior year will show a full year's growth.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: CAST conference Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, we will have 90% of our 5th graders achieve meets or higher on the 5th grade science STAAR test. Staff Responsible for Monitoring: Principal	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

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
			
 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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All staff will be trained in the district's safety policies. Executing the district safety policies will create a safe environment for our students to grow and learn.</p> <p>Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

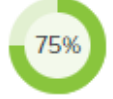







Evaluation Data Sources: Student attendance records

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

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 to teach rules, procedures, and expectations that create a positive school climate. Our campus will continue to use and teach Project safety, PBIS, BOTB district character education, Red Ribbon Week for drug awareness, and Sanford Harmony prevention training to promote positive behaviors over violence.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, DMC specialist, teachers, staff</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. Staff will use teachable moments and give students tools to make appropriate choices in regard to their behavior. (conflict resolution, BBR, PBIS, Sanford Harmony, restorative practice continuum)</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Staff, DMC specialist</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 3%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff attendance will be monitored each month. Staff with a 99% or higher attendance rate will be recognized in the staff bulletin.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p>	Formative		
	Nov	Feb	May
			
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Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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







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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will be provided with opportunities to attend professional development in areas of classroom management, content specific, social-emotional learning and virtual instructional models. Teachers who attend these professional development opportunities will be able to implement strategies in their classrooms immediately, thus positively impacting students' learning.</p> <p>Strategy's Expected Result/Impact: Meet or exceeds targets in attached CIP tables</p> <p>Staff Responsible for Monitoring: Administrators, IS's</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.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Provide a variety of volunteer opportunities in which to engage parents and families both in person and virtually.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
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2023-2024 CPOC

Committee Role	Name	Position
Principal	Kyla Mote	Principal
Teacher #1	Teacher #1	Teacher #1
Teacher #2	Teacher #2	Teacher #2
Teacher #3	Teacher #3	Teacher #3
Teacher #4	Teacher #4	Teacher #4
Teacher #5	Teacher #5	Teacher #5
Teacher #6	Teacher #6	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Teacher #8	Teacher #8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Parent #1	Parent #1	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
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

Addendums

