Cypress-Fairbanks Independent School District

Brosnahan Elementary School

2023-2024

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Brosnahan Elementary is a campus in Katy, Texas. Brosnahan Elementary opened its doors in 2023. Brosnahan Elementary is projected to serve 890 students in grades PreK-5th Grade during the 2023-2024 school year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- STAAR data from both M. Robinson Elementary & Sheridan Elementary (schools students were received from)
- Benchmark data from both M. Robinson Elementary & Sheridan Elementary (schools students were received from)
- Behavioral data from both M. Robinson Elementary & Sheridan Elementary (schools students were received from)

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 18, 2023 and again on September 15, 2023 to develop and finalize the CNA. The meetings were held in on zoom in May and in the Brosnahan Library in September at 7:30 a.m.

At the first meeting on May 18, 2023, principal Dr. Renee Silliman discussed:

- Benchmark & STAAR Data
- Behavioral Data with campus comparisons
- Data analysis
- Problem Statements & Root Causes

At the second meeting on September 15, 2023, the CPOC discussed:

- Campus Vision and Mission statement
- Data review
- Problem Statements & Root Causes
- Strategies to support current need based on problem statements and root causes
- Title I information

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 is in the area of student achievement, specifically with the Sped. and LEP populations with reading. Through the root cause analysis process, we identified teachers are not planning for or routinely implementing small group differentiated instruction with fidelity.

Our second identified priority problem is in the area of student achievement, specifically in the area of student achievement, specifically with the Sped. and LEP populations with math. Through the root cause analysis process, we identified the need to vertically align instruction K-5 with emphasis on campus-wide strategies being implemented.

Our third identified priority problem is in the area of specifically behavior where students are spending a majority of time in in-school suspension and out of school suspension with little change in disruptive classroom behavior. Through the root cause analysis process, we identified that we are not spending adequate time training our teachers in de-escalation techniques and not revisiting training throughout the school year.

Student Achievement

Student Achievement Strengths

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

- ED population is performing higher than other demographics in reading and math.
- Only a small number of students are accumulating the bulk of ISS and OSS days.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: SPED and LEP populations are not achieving as high as other populations in reading. **Root Cause:** RLA: Teachers are not planning for or routinely implementing small group differentiated instruction with fidelity.

Problem Statement 2: Math: SPED and LEP populations are not achieving as high as other populations in math. **Root Cause:** Math: Instruction is not being vertically aligned with emphasis on campus-wide strategy implementation.

Problem Statement 3: Science: SPED and LEP Populations are not achieving as high as other populations in science. **Root Cause:** Science: Teachers are not planning hands on activities with vocabulary emphasis.

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:

- As a new campus, students are acclimating well to their new learning environment.
- PBIS expectations are clearly communicated to the staff and students.
- Student Code of Conduct presentations are given to all students by the assistant principals.
- Staff exhibits a positive attitude with students daily.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students are spending a majority of time in in-school suspension and out of school suspension with little change in disruptive classroom behavior. **Root Cause:** We are not spending adequate time training our teachers in de-escalation techniques and not revisiting training throughout the school year.

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.

- As a new campus, staff are excited about being a part of the Brosnahan inaugural staff.
- Filling both teaching and para positions has been smoother than in past years because people are excited to join a new school.
- Staff recruited for this inaugural year was completed early on in the summer with all candidates being highly qualified to serve in their positions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences are higher on Fridays and Mondays. **Root Cause:** Teacher/Paraprofessional Attendance: Staff is needing workload tasks to be reduced to avoid taking mental health days.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Parents are excited about attending family involvement events here at Brosnahan.
- Our WatchDOGS Kick-Off Event was a huge success. We filled the cafeteria with fathers and father-figures excited to volunteer.
- Our Volunteer Orientation was highly attended. Parents are aware of volunteer expectations and wanting to support the campus.
- Many parents have joined the Brosnahan Volunteer Remind to be active participants in daily activities.

Problem Statements Identifying Parent and Community Engagement Needs

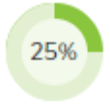
Problem Statement 1: Some parents are not able to volunteer during the school day due to their work schedules. **Root Cause:** We need to ensure volunteer opportunities and family engagement events are planned at various times of the day, before and after school.

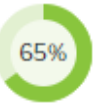
Goals

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		
	Formative		
	Nov	Feb	May
Strategy 1: RLA: Students in all grades will be provided with additional reading support using small, pull-out groups, and additional instructional time through morning and afternoon tutoring opportunities to reinforce previously taught concepts, spiral reviews, decoding and phonics emphasis. **Strategy's Expected Result/Impact:** 90% of students will meet or exceed their end of the year reading requirement, with students in grades 3-5 meeting or exceeding the targets set forth in the attached data tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Reading Interventionist, Bilingual Interventionist			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Math: Students in all grades with be provided with additional math support using small, pull-out groups, and additional instructional time through morning and afternoon tutoring opportunities to reinforce previously taught concepts. **Strategy's Expected Result/Impact:** 90% of students will meet or exceed their end of the year math requirement, with students in grades 3-5 meeting or exceeding the targets set forth in the attached data tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Math Interventionist, Math Helping Teacher			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Science: Students in all grade levels will have opportunities to participate in hands-on activities that reinforce concepts taught with emphasis on science vocabulary. **Strategy's Expected Result/Impact:** 90% of students will meet or exceed their end of the year science requirement. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Science Helping Teacher			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	45%	65%	

Strategy 5 Details	Formative Reviews		
Strategy 5: All Students: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: structured, differentiated lessons with additional targeted and purposeful small group intervention for our most at-risk learners. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	50%	70%	

Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: ABL, Choir, Orchestra, Student Leadership, Safety Patrol, PBIS, Art Club, Horizons Showcase, DaVinci Day, Music Memory, Spelling Bee, field trips, and the Choral Festival. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	70%	90%	

Strategy 7 Details	Formative Reviews		
Strategy 7: At-Risk: 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 **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	35%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Professional Staffing: Core Content Area Interventionist in Reading will be hired to work with bilingual students to improve their academic performance. **Strategy's Expected Result/Impact:** Students that meet with the bilingual interventionist on a regular basis (3-5x a week) will be on grade level and meeting EOY standards in reading. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

 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		
	Formative		
	Nov	Feb	May
Strategy 1: State Compensatory Education (SCE): 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	100%	100%	100%

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

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

Performance Objective 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		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: We will perform all crisis drills within the compliance timeline, as well as do door checks throughout the day to ensure students and staff are secure within the campus. **Strategy's Expected Result/Impact:** Students and staff will perform appropriately during crisis drills or any crisis situation. **Staff Responsible for Monitoring:** Principal, Assistant Principals	100%	100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, 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. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Students will be encouraged to attend school daily through a campus-wide attendance incentive program that is communicated to both students and families. **Strategy's Expected Result/Impact:** Student attendance at the end of the 2023-2024 school year will be 96% or higher. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Attendance Committee	100%	100%	100%

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		
	Formative		
	Nov	Feb	May
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. **Strategy's Expected Result/Impact:** Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal	100%	100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Frontline Reports by month and each 9 weeks

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Staff incentives for daily attendance will be given through campus competitions monthly. **Strategy's Expected Result/Impact:** Staff attendance will be at 96% or higher by the end of the school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals	100%	100%	100%

 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 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.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Staff will be given various opportunities to attend district PD, Region IV trainings, ASCD conferences, SIBME trainings, CAST conferences, Model School conference and any other relevant trainings that align with the campus vision and mission. **Strategy's Expected Result/Impact:** 100% of staff will have received the necessary training to fully perform their job and have opportunities to grow professionally. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

No Progress


Accomplished

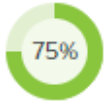
Continue/Modify

Discontinue

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

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

Evaluation Data Sources: Parent Sign-in sheets
Parent Surveys

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parents will have various opportunities to volunteer and attend parental involvement activities/events: Literacy Night, Movie Night, Multicultural Festival, Pictures with Santa, STEM Night, Father/Daughter Dance, Family Game Night, Carnival, Fitness Night and musical concerts. **Strategy's Expected Result/Impact:** Each event will have at least 25% of the campus' families in attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Parent Involvement Committee			

 No Progress  Accomplished  Continue/Modify  Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Principal	Renee Silliman	Principal
Teacher #1	Sonja Rodgers	Teacher #1
Teacher #2	Sanjuana Briseno	Teacher #2
Teacher #3	Carlos Gonzalez	Teacher #3
Teacher #4	Allison Vergara	Teacher #4
Teacher #5	Courtney Goldenstein	Teacher #5
Teacher #6	Michelle Dunlop	Teacher #6
Teacher #7	Erin Berger	Teacher #7
Teacher #8	Allison Stewart	Teacher #8
Other School Leader (Nonteaching Professional) #1	Latisha Dorsey	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Teresa Garrett	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Ashley Clayburn	Administrator (LEA) #1
Administrator (LEA) #2	Katrina Nelson	Administrator (LEA) #2
Parent #1	Robert Acuna	Parent #1
Parent #2	Brenda Orozco	Parent #2
Community Member #1	Carla Brosnahan	Community Member #1
Community Member #2	Chernele Lloyd	Community Member #2
Business Representative #1	Burbank Dorsey	Business Representative #1
Business Representative #2	Alan Lloyd	Business Representative #2
Paraprofessional #1	Melanie Grubbs	Paraprofessional #1
Paraprofessional #2	Daisy James	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Tania Nero	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Forest Barrs-Barrett	Other School Leader (Nonteaching Professional) #4
Classroom Teacher	Allison McCraw	Teacher #9
Classroom Teacher	Katherine Hoskins	Teacher #10
Teacher	Haley Thomas	Teacher #11
Non-classroom Professional	Kimberly Haber	Other School Leader (Nonteaching Professional) #5

Committee Role	Name	Position
Non-classroom Professional	Kisha Grissom	Other School Leader (Nonteaching Professional) #6
Non-classroom Professional	Elizabeth Enis	Other School Leader (Nonteaching Professional) #7
Non-classroom Professional	Brittney Lund	Other School Leader (Nonteaching Professional) #8
Non-classroom Professional	Lauren Watson	Other School Leader (Nonteaching Professional) #9
Non-classroom Professional	Charlotte Stoker	Other School Leader (Nonteaching Professional) #10
Non-classroom Professional	Ashlea Creel	Other School Leader (Nonteaching Professional) #11
Non-classroom Professional	Karen Wetzig	Other School Leader (Nonteaching Professional) #12

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	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
					#	#	%	%		#	%	%		#	%	%	
Reading	3	Brosnahan	ES 8	All	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	African Am.	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	Eco. Dis.	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	LEP Current	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Brosnahan	ES 8	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Brosnahan	ES 8	All	140	106	76%	80%	4%	64	46%	50%	4%	23	16%	20%	4%
Reading	4	Brosnahan	ES 8	Hispanic	79	60	76%	80%	4%	37	47%	50%	3%	11	14%	20%	6%
Reading	4	Brosnahan	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Brosnahan	ES 8	Asian	14	11	79%	80%	1%	6	43%	50%	7%	*	*	*	*
Reading	4	Brosnahan	ES 8	African Am.	36	26	72%	80%	8%	15	42%	50%	8%	6	17%	20%	3%
Reading	4	Brosnahan	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Brosnahan	ES 8	White	7	6	86%	90%	4%	5	71%	80%	9%	*	*	*	*
Reading	4	Brosnahan	ES 8	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Brosnahan	ES 8	Eco. Dis.	132	99	75%	80%	5%	61	46%	50%	4%	22	17%	20%	3%
Reading	4	Brosnahan	ES 8	LEP Current	67	53	79%	80%	1%	33	49%	50%	1%	13	19%	20%	1%
Reading	4	Brosnahan	ES 8	At-Risk	78	60	77%	80%	3%	35	45%	50%	5%	13	17%	20%	3%
Reading	4	Brosnahan	ES 8	SPED	19	7	37%	50%	13%	*	*	*	*	*	*	*	*
Reading	5	Brosnahan	ES 8	All	121	81	67%	80%	13%	46	38%	50%	12%	22	18%	20%	2%
Reading	5	Brosnahan	ES 8	Hispanic	79	49	62%	80%	18%	28	35%	50%	15%	11	14%	20%	6%
Reading	5	Brosnahan	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Brosnahan	ES 8	Asian	7	6	86%	90%	4%	*	*	*	*	*	*	*	*
Reading	5	Brosnahan	ES 8	African Am.	26	20	77%	80%	3%	10	38%	50%	12%	6	23%	30%	7%
Reading	5	Brosnahan	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Brosnahan	ES 8	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Brosnahan	ES 8	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Brosnahan	ES 8	Eco. Dis.	117	78	67%	80%	13%	45	38%	50%	12%	21	18%	20%	2%
Reading	5	Brosnahan	ES 8	LEP Current	68	42	62%	80%	18%	23	34%	50%	16%	11	16%	20%	4%
Reading	5	Brosnahan	ES 8	At-Risk	94	55	59%	70%	11%	26	28%	50%	22%	12	13%	20%	7%
Reading	5	Brosnahan	ES 8	SPED	18	6	33%	50%	17%	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	All	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*

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					#	#	%	%		#	%	%		#	%	%	
Math	3	Brosnahan	ES 8	African Am.	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	Eco. Dis.	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	LEP Current	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Brosnahan	ES 8	SPED	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Brosnahan	ES 8	All	139	102	73%	80%	7%	60	43%	50%	7%	18	13%	20%	7%
Math	4	Brosnahan	ES 8	Hispanic	78	57	73%	80%	7%	31	40%	50%	10%	8	10%	20%	10%
Math	4	Brosnahan	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Brosnahan	ES 8	Asian	14	12	86%	90%	4%	7	50%	50%	0%	*	*	*	*
Math	4	Brosnahan	ES 8	African Am.	36	26	72%	80%	8%	15	42%	50%	8%	*	*	*	*
Math	4	Brosnahan	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Brosnahan	ES 8	White	7	5	71%	80%	9%	5	71%	80%	9%	*	*	*	*
Math	4	Brosnahan	ES 8	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Brosnahan	ES 8	Eco. Dis.	131	96	73%	80%	7%	56	43%	50%	7%	18	14%	20%	6%
Math	4	Brosnahan	ES 8	LEP Current	67	51	76%	80%	4%	32	48%	50%	2%	9	13%	20%	7%
Math	4	Brosnahan	ES 8	At-Risk	77	58	75%	80%	5%	34	44%	50%	6%	9	12%	20%	8%
Math	4	Brosnahan	ES 8	SPED	19	8	42%	50%	8%	*	*	*	*	*	*	*	*
Math	5	Brosnahan	ES 8	All	121	71	59%	70%	11%	43	36%	50%	14%	17	14%	20%	6%
Math	5	Brosnahan	ES 8	Hispanic	79	50	63%	70%	7%	24	30%	50%	20%	8	10%	20%	10%
Math	5	Brosnahan	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Brosnahan	ES 8	Asian	7	5	71%	80%	9%	5	71%	80%	9%	*	*	*	*
Math	5	Brosnahan	ES 8	African Am.	26	11	42%	50%	8%	9	35%	50%	15%	5	19%	20%	1%
Math	5	Brosnahan	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Brosnahan	ES 8	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Brosnahan	ES 8	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Brosnahan	ES 8	Eco. Dis.	117	68	58%	70%	12%	40	34%	50%	16%	16	14%	20%	6%
Math	5	Brosnahan	ES 8	LEP Current	68	40	59%	70%	11%	20	29%	50%	21%	10	15%	20%	5%
Math	5	Brosnahan	ES 8	At-Risk	94	48	51%	70%	19%	25	27%	50%	23%	11	12%	20%	8%
Math	5	Brosnahan	ES 8	SPED	18	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	All	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	African Am.	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*

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	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
					#	#	%	%		#	%	%		#	%	%	
Science	5	Brosnahan	ES 8	Eco. Dis.	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	LEP Current	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Brosnahan	ES 8	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, 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.

Updated July 2021 / HB

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 or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use 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.