

# Cypress-Fairbanks Independent School District

## Keith Elementary School

2023-2024



# Mission Statement

Keith Elementary is a caring community which promotes academic excellence, fosters social and emotional growth, and promotes healthy lifestyles for all students. Students' behavior will exemplify respect for others, accountability for actions and good citizenship. Our goal is to provide children educational opportunities to ensure that each child becomes a contributing and responsible member of society in the 21st century.

## Vision

**LEAD:**

Learn

Empower

Achieve

Dream

# 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.

STAAR results

- 92% of 3rd-grade students at approaches or higher (55% at Masters) on ELAR STAAR
- 90% of 3rd-grade students at approaches or higher (35% at Masters) on Math STAAR
- 92% of 4th-grade students at approaches or higher (42% at Masters) on ELAR STAAR
- 84% of 4th-grade students at approaches or higher (23% at Masters) on Math STAAR
- 94% of 5th-grade students at approaches or higher (58% at Masters) on ELAR STAAR
- 94% of 5th-grade students at approaches or higher (37% at Masters) on Math STAAR
- 92% of 5th-grade students at approaches or higher (36% at Masters) on Science STAAR

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Keith Elementary students need more opportunities to practice written responses to their reading with specific feedback. **Root Cause:** RLA: Keith Elementary teachers need to purposefully plan and implement written response opportunities for students.

**Problem Statement 2:** Math: Keith Elementary students do not consistently understand and use vertically aligned strategies and language in math. **Root Cause:** Math: Keith Elementary teachers need more opportunities for improving the vertical alignment of strategies and language in math.

**Problem Statement 3:** Science: Keith Elementary students need hands-on learning opportunities to ensure a solid understanding of scientific concepts. **Root Cause:** Science: Keith Elementary teachers need to plan and implement differentiated hands-on learning 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

### School Culture and Climate Strengths

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

According to the 2022-23 Employee Perception Survey, at least 90% of the Keith Elementary staff agrees or strongly agrees that:

- Opportunities exist for me to think for myself.
- Opportunities for professional growth are available.
- Procedures have been implemented to keep me safe at work.
- Quality work is expected of me.
- Collaboration is encouraged and practiced.
- There are opportunities to discuss my concerns with my campus administrators.
- Information related to my job is accessible.
- Staff appreciation is built into the school culture.
- I am clear about my job responsibilities.
- Quality work is expected of students.
- Decisions are data-driven.

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** School Culture and Climate: Only 78% of Keith Elementary staff "agrees" or "strongly agrees" that "various forms of feedback are given to me to help me improve my performance." **Root Cause:** School Culture and Climate: Keith Administrative team needs to continue to provide more opportunities for feedback.

# 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.

According to the 2022-23 Employee Perception Survey, the culture at Keith is one where everyone is valued, intently listened to, and hard work is celebrated.

We have created a shared mission and vision at Keith Elementary where we focus on five tenets: caring community, growing the whole child, collaboration and innovation, relationships and respect, and communication. We incorporate "Cheers for Peers" at each staff meeting, distribute staff cash for acknowledgments, write hand-written letters of appreciation, and share staff shout-outs in the weekly newsletter

Our teachers are highly qualified. Teachers participate in specific professional development opportunities based on student/campus needs which results in not only the growth of our teachers' best practices but there is an increase in student achievement as indicated on STAAR and district assessments.

We include teachers and additional staff on interview panels for openings. Teacher input is imperative as we continue to fill the campus with highly qualified staff members who share the same goals and vision for educating our students. Staff members are committed to the students and their success.

CF-TESS gives teachers the opportunity to set goals that impact their overall growth as an educator. Teachers continue to learn and implement best practices in order to meet the specific needs of their students. Teachers primarily set goals to provide more differentiated and student-centered instruction in order to best meet the needs of the students. Campus administrators have an open-door policy and the staff feels comfortable talking openly with them. Professional development opportunities are provided throughout the year based on teacher and student needs across all grade levels and content areas.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Our staff sometimes misses Fridays and Mondays in order to create long weekends. **Root Cause:** Teacher/Paraprofessional Attendance: We need to encourage our staff to only use personal days when absolutely necessary.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

- \* Meet the Teacher was face-to-face, and almost all parents attended.
- \* Curriculum Information- A virtual slide deck is shared with all parents so they can continue to reference it all year long.
- \* Keith Horizons Showcase- Three different Horizons showcases are held for Keith students. One is on campus, and all students in the Horizons program are eligible to participate. Additionally, vertical horizons showcases are held at Cy-Woods High School and Bridgeland High School. Selected students participate in these vertical showcases.
- \* Music programs- K, 2nd grade, 3rd grade, and 4th grade students present in-person music programs.
- \* Sock Hop- Sock Hop is our annual event that is extremely successful in bringing in community participation and engagement.
- \* McTeacher Night and Spring Creek BBQ nights allow our teachers to interact with our students in the community.
- \* Each grade level hosts a parent involvement event related to their curriculum.
- \* Monthly newsletter and calendar are distributed to increase parent participation.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Parent participation across all demographics is not equal. **Root Cause:** Parent and Community Engagement: We need to offer events at various times throughout the day and offer virtual opportunities when appropriate.



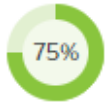

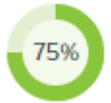










# Goals

**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><b>Strategy 1: RLA:</b> Keith Elementary teachers will purposefully plan and implement opportunities for students to respond to their reading in writing. Teachers will provide specific feedback to students regarding these responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, APs and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Keith Elementary teachers will increase their vertical knowledge of math TEKS through active participation in collaborative planning sessions and vertical team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, APs and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Keith Elementary teachers will provide opportunities for hands-on learning during science labs, independent activities, and small group lessons in order to build schema for our students. Additional materials will be purchased to support these activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, APs and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will eliminate the learning gap and increase the amount of quality learning time during the school day. Teachers will provide 25 minutes of targeted instruction each day that includes:</p> <ul style="list-style-type: none"> <li>* Dedicated learning time focused on struggling students</li> <li>* Dedicated learning time focused on high achievers</li> <li>* Dedicated learning time to facilitate small group instruction to grow ALL learners</li> <li>* Dedicated time to minimize the summer slide</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, ISs, APs, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 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><b>Strategy 1:</b> Before/After School Program: Before/After School Tutoring - Selected students will be invited to attend before/after school tutoring to address identified areas of concern in the areas of math, science, language arts, and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 23-24 school year, 90% of the students participating in the before/after school tutoring program will meet end of year standards in the targeted content area.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): Temporary workers will be hired to work with students to improve their academic performance. Books, manipulatives and other instructional supplies will be purchased to support this intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 23-24 school year, 90% of targeted students will meet end of year standards in the content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Development: We will invite Shonda Guthrie to provide ongoing professional development in the area of phonics and the science of reading for our ELAR teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 23-24 school year, 90% of students will meet end of year reading standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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


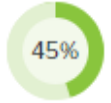






**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: Pull-out tutoring will be provided for students who are in danger of failing the STAAR. Funds will be used for payroll for temporary workers.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 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><b>Strategy 1: Campus Safety:</b> Keith Elementary teachers will implement Positive Behavior Interventions and Support (PBIS) through classroom lessons and daily teacher-student interactions. Classroom guidance lessons will be implemented regularly to focus on supporting the social and emotional health of our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Office referrals will be reduced by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, PBIS team, and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the current school year, student attendance will be at 96% or higher.









**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Frequent communication will be included in the campus newsletter and other formats in order to raise parent awareness of the importance of student daily attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance rate will meet or exceed 96%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance rate will meet or exceed 96%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3: Restorative Discipline:** The campus will use restorative discipline practices.











**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> 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. Teachers and students will participate in classroom guidance lessons to address core essential skills on a monthly basis. All staff will be provided with training on restorative practices and culturally responsive teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will be at 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Behavior Interventionist, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Professional development opportunities on restorative discipline practices will be provided in order to increase teacher understanding and support all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior Interventionist, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 4: Coordinated Health Program:** During the 2023-24 school year, the campus will implement the Campus School Health Advisory Council plans.

**Evaluation Data Sources:** Records of CSHAC plan implementation







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will receive lessons covering nutrition, fitness, wellness, social and emotional health, and safety from the appropriate staff member (i.e. PE teacher, guidance counselor, etc).  <b>Strategy's Expected Result/Impact:</b> Improvement in student health and wellness.  <b>Staff Responsible for Monitoring:</b> PE teachers, guidance counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All necessary health and safety trainings will be completed by campus staff.  <b>Strategy's Expected Result/Impact:</b> Staff will have a better understanding of the health and safety protocols.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students and staff will participate in health and fitness-related events at the campus and district levels.  <b>Strategy's Expected Result/Impact:</b> Improvement in student health and wellness.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 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 2%.








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Staff members with perfect attendance will be recognized.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 2%.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, AP Secretary, Campus Secretary</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

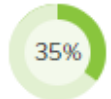





**Evaluation Data Sources:** Classroom implementation of professional learning  
Walk-throughs  
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Professional development opportunities at Keith for the current school year will be individualized based on teacher needs. Increased opportunities for feedback will be an area of focus.</p> <p><b>Strategy's Expected Result/Impact:</b> Keith staff will report at 90% or above on the Employee Perception Survey that they "agree" or "strongly agree" professional development opportunities met their needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Staff Development liaison</p>	Formative		
	Nov	Feb	May
			
 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 Survey  
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: In addition to campus-wide advertising for parental involvement events, teachers will also invite parents to these events in their weekly parent emails.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</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	Julie Clements	Principal
Classroom Teacher	Shari Wessels	Teacher #1
Classroom Teacher	Stephanie Carroll	Teacher #2
Classroom Teacher	Jennifer Nowak	Teacher #3
Classroom Teacher	Tara Truett	Teacher #4
Classroom Teacher	Amber Cook	Teacher #5
Classroom Teacher	Ashley Dillion	Teacher #6
Classroom Teacher	Denise Barlow	Teacher #7
Classroom Teacher	Sarah Godinich	Teacher #8
Other School Leader (Nonteaching Professional) #1	Lisa Sudtelgte	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Jodi Evridge	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Marla Tolls	Other School Leader (Nonteaching Professional) #3
Parent #1	Maria Pate	Parent #1
Parent #2	Susan Rimmerman	Parent #2
Community Member #1	Bob Covey	Community Member #1
Community Member #2	Phyllis Roberts	Community Member #2
Business Representative #1	Lauren Beedie	Business Representative #1
Business Representative #2	Jenna Bradburn	Business Representative #2
Other School Leader (Nonteaching Professional) #4	Tara Wehmeyer	Other School Leader (Nonteaching Professional) #4
District-level Professional	Stefanie Ware	Administrator (LEA) #1
Instructional Specialist	Tiffany Kristynik	Math/Science Instructional Specialist
Instructional Specialist	Tara Brown	ELAR/SS Instructional Specialist
Librarian	Elizabeth Budnek	School Librarian
Classroom Teacher	David Dissly	Teacher #9
Classroom Teacher	Krystal Esparza	Teacher #10
Parent #2	Summer Dudman	Other Parent

# Addendums



