

# **Cypress-Fairbanks Independent School District**

## **Ault Elementary School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

## Vision

LEAD - Learn. Empower. Achieve. Dream.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Demographics

## Demographics Summary

# Student Achievement

## Student Achievement Summary

Due to COVID-19 in the 2020-21 school year, each campus was given the state accountability rating of Not Rated: Declared State of Disaster. However, federal accountability ratings (Targeted Support or Additional Targeted Support) from the 2018-19 school year will remain in place.

The indicators included in the Closing the Gaps domain of the 2018-19 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Additional Targeted Support in the following area(s): Asian and Special Education (Current)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

## Student Achievement Strengths

-5th Grade Math scored well above the district average in multiple categories in the Meets category.

-5th Grade Reading scored well above the district average in multiple categories in the Meets category.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: Student Achievement levels in the Meets category were below cluster averages in most areas. **Root Cause:** Reading: Focused too much on the students who were struggling to reach approaches.

**Problem Statement 2:** Writing: Campus data below cluster average in multiple areas of writing achievement. **Root Cause:** Writing: Instructional strategies were limited over the past 18 months do the Blended Model in the classroom.

**Problem Statement 3:** Math: 3rd Grade Math achievement levels were below the rest of the campus. **Root Cause:** Math : Instructional strategies were limited over the past 18 months do the Blended Model in the classroom.

**Problem Statement 4:** Science: Campus data was below cluster group average in most categories of both Meets and Masters. **Root Cause:** Science: Focused too much on the students who were struggling to reach approaches.

**Problem Statement 5:** Students are beginning the 2021-22 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 6:** Additional Targeted Support Reading (data based on 2018-19 identification): The Asian student group only met one out of five total targets in the Closing the Gaps domain of the federal accountability system **Root Cause:** Additional Targeted Support Reading: Need to meet with students individually to review their progress and learning needs.

**Problem Statement 7:** Additional Targeted Support Math (data based on 2018-19 identification): The Asian student group only met one out of five total targets in the Closing the Gaps domain of the federal accountability system. **Root Cause:** Additional Targeted Support Math: Need to meet with students individually to review their progress and learning needs.

# School Culture and Climate

## School Culture and Climate Strengths

- Staff does a good job of recognizing each others achievement.
- Strong grade level teams.
- Parents and guests feel welcome.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Higher levels of anxiety among staff, students and parents. **Root Cause:** School Culture and Climate: Many variables and changes due to COVID 19 Pandemic.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

- Staff years of experience
- Low turnover
- Campus EPS reflects a positive climate

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff attendance was down from previous years. **Root Cause:** Teacher/Paraprofessional Attendance: Increased absences due to COVID-19.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

-Watchdogs

-Boosterthon

-Field Days

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Parent and community involvement was down over the past year. **Root Cause:** Parent and Community Engagement: Not able to host visitors due to COVID-19 Pandemic.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- Campus goals
- Campus/District improvement plans (current and prior years)

## **Accountability Data**










- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data



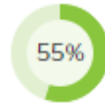






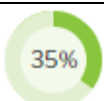
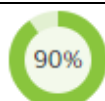
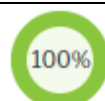




# Goals

**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 June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Reading, Writing, Math and Science results







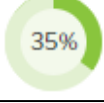


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> Target good quality first instruction and implement 30 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IS</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Target good quality first instruction and implement 30 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</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> Principal, APs, IS</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Math:</b> Target good quality first instruction and implement 30 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</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> Principal, AP, IS</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			


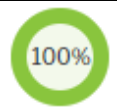
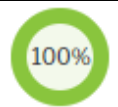







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Science:Target good quality first instruction and implement 30 minutes of closing the gap learning time to help students needing extra support to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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: Targeted Tutorials, Reinforcement of Daily Lessons, Class Meetings, Targeted interventions</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> K-5 Reading Teachers will participate in Becky Koesel Professional Development focusing on quality reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall reading instruction and student performance in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, APs, ISs</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Kid Chat meetings will be held following each grading period (all teachers, all subjects) to discuss students who aren't already receiving special services or in the SIT process. The purpose is to identify who made need lower level intervention early. Students in this category would fall into the Tier 1 concern level.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the achievement gap and provide support for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, APs, ISs, Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
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**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 2021-22 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> We will have extended day tutoring for grades 1-5.  <b>Strategy's Expected Result/Impact:</b> At least 90% of students attending 2021-22 tutoring will reach Approaches or higher on STAAR/District Benchmark tests.  <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> Core content area interventionist: Math Interventionist for grades 2-4.  <b>Strategy's Expected Result/Impact:</b> By the end of the 2021-22 school year at least 90% of the students working with math core content interventionist will reach Approaches or higher on STAAR/EOY Benchmark.  <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> Weekly Counselor Classroom Lessons in grades K-5.  <b>Strategy's Expected Result/Impact:</b> Office referrals will be reduced by 25% from the 2019-20 school year.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			











Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use ESSER III funds to purchase research based programs and materials for use in the classroom and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Help close the Achievement Gap in Math caused by learning loss due to the COVID 19 pandemic.</p> <p>These purchases will help students develop their full educational potential. They will be used by the school counselors to meet the immediate needs of students with personal concerns or problems. Students using the items will develop effective communication skills, decision making skills, and personal boundaries. This will be measured by an increase in students' self-esteem, motivation, and appreciation of all individuals and their cultural membership.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> materials - ESSER III - \$155</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use ESSER III Funds for professional development activities to train staff and grow them professionally.</p> <p><b>Strategy's Expected Result/Impact:</b> Help close the Achievement Gap in Math caused by learning loss due to the COVID 19 pandemic.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
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**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 2021-22 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> Purchase Touch Phonics program to use in reading classes as a intervention for struggling readers.  <b>Strategy's Expected Result/Impact:</b> Improve reading fluency for struggling students.  <b>Staff Responsible for Monitoring:</b> Principal, APs, ISs.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> Supplies - Special Allotment: Compensatory Education - \$1,317</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Purchase Spot of Emotions book series to use in counseling guidance lessons.  <b>Strategy's Expected Result/Impact:</b> Improve student social/emotional health.  <b>Staff Responsible for Monitoring:</b> Counselors, Principal, APs</p> <p><b>Funding Sources:</b> Supplies - Special Allotment: Compensatory Education - \$1,317</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 4: Additional Targeted Support:** By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: Asian (Academic Achievement Reading (74%), Growth Reading (77%), Growth Math (86%), Student Success (73%), Special Education (Academic Achievement Reading (19%), Academic Achievement Math (23%), Student Success (23%)

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Additional Targeted Support Reading: Hold regular achievement meetings to analyze data and make sure identified students are progressing and receiving necessary interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Additional Targeted Support Math: Hold regular achievement meetings to analyze data and make sure identified students are progressing and receiving necessary interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
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**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 2021-22 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> 100% of staff and students will implement and follow all Lead Safely guidelines and protocols.  <b>Strategy's Expected Result/Impact:</b> Increased attendance.  <b>Staff Responsible for Monitoring:</b> Principal, nurse assistant principals, teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills</b> (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.  <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</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 2021-22 school year, student attendance will be at 98%.













**Evaluation Data Sources:** Student attendance records

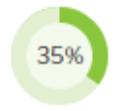


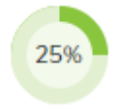

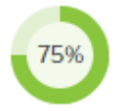




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Student Attendance:</b> Monitor attendance and reach out to parents of students who obtain more than 5 absences.  <b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%.  <b>Staff Responsible for Monitoring:</b> All Staff</p>	Formative		
	Nov	Feb	May
			
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**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 3: Restorative Discipline:** By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 25%.

**Evaluation Data Sources:** Discipline reports








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Implement Weekly Class Meetings each Monday to address areas of the campus culture and matrix.  <b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 5%.  <b>Staff Responsible for Monitoring:</b> Leadership Team, PBIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions Implement PBIS school-wide plan to reinforce desired behaviors.  <b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be 0% or at least 1% lower than last year.  <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> Out of School Suspensions: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals.  <b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be 0% or at least 1% lower than last year.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to work to eliminate a need for SOS placements.  <b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will be 0% or at least 1% lower than last year.  <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> Violence Prevention: We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to work to eliminate violence incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> At-Risk Funds: We will use at-risk funds to purchase materials and tools to increase movement opportunities, de-escalate students in crisis, and practice compliance, self-reflection, and self-regulation, preventing discipline referrals and in-school suspensions.</p> <p><b>Strategy's Expected Result/Impact:</b> Office referrals will decrease by 5% and in-school suspensions will decrease by 5%, resulting in less time out of the classroom and a decrease in lost instructional time.</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 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:** By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.








**Evaluation Data Sources:** Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p><b>Staff Responsible for Monitoring:</b> CSHAC Team</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 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 25%.

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Provide incentives for teachers to have perfect attendance.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.  <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 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22school year, 75% 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><b>Strategy 1:</b> High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed the STAAR targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</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 2021-22 school year, parent and family engagement will increase by 25%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Hold multiple events which will again allow parents/family members to be on campus.  <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 25%.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	materials		\$155.00
<b>Sub-Total</b>					<b>\$155.00</b>
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$1,317.00
1	3	2	Supplies		\$1,317.00
<b>Sub-Total</b>					<b>\$2,634.00</b>

# Addendums

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Ault	All	159	127	80%	85%	5%	171	159	93%
Math	3	Ault	Hispanic	41	35	85%	90%	5%	58	53	91%
Math	3	Ault	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Ault	Asian	13	12	92%	95%	3%	14	14	100%
Math	3	Ault	African Am.	20	11	55%	60%	5%	21	18	86%
Math	3	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Ault	White	80	65	81%	85%	4%	71	67	94%
Math	3	Ault	Two or More	*	*	*	*	*	5	5	100%
Math	3	Ault	Eco. Dis.	59	47	80%	85%	5%	64	57	89%
Math	3	Ault	LEP Current	21	14	67%	72%	5%	15	13	87%
Math	3	Ault	At-Risk	76	52	68%	75%	7%	63	54	86%
Math	3	Ault	SPED	6	3	50%	55%	5%	17	12	71%
Math	4	Ault	All	147	125	85%	90%	5%	154	104	68%
Math	4	Ault	Hispanic	37	31	84%	90%	6%	39	24	62%
Math	4	Ault	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Ault	Asian	13	13	100%	100%	0%	12	12	100%
Math	4	Ault	African Am.	14	9	64%	70%	6%	19	8	42%
Math	4	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Ault	White	74	65	88%	92%	4%	80	57	71%
Math	4	Ault	Two or More	8	6	75%	80%	5%	*	*	*
Math	4	Ault	Eco. Dis.	44	32	73%	78%	5%	58	37	64%
Math	4	Ault	LEP Current	9	6	67%	72%	5%	18	11	61%
Math	4	Ault	At-Risk	20	17	85%	90%	5%	77	40	52%
Math	4	Ault	SPED	9	5	56%	65%	9%	10	3	30%
Math	5	Ault	All	147	135	92%	95%	3%	161	154	96%
Math	5	Ault	Hispanic	38	35	92%	100%	8%	46	42	91%
Math	5	Ault	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Ault	Asian	11	11	100%	100%	0%	15	14	93%
Math	5	Ault	African Am.	18	14	78%	83%	5%	15	14	93%
Math	5	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Ault	White	73	68	93%	95%	2%	76	75	99%
Math	5	Ault	Two or More	6	6	100%	100%	0%	8	8	100%
Math	5	Ault	Eco. Dis.	41	36	88%	92%	4%	51	45	88%
Math	5	Ault	LEP Current	10	10	100%	100%	0%	11	9	82%
Math	5	Ault	At-Risk	53	42	79%	84%	5%	84	78	93%
Math	5	Ault	SPED	15	10	67%	72%	5%	13	10	77%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Ault	All	159	133	84%	90%	6%	171	155	91%
Reading	3	Ault	Hispanic	41	35	85%	90%	5%	58	51	88%
Reading	3	Ault	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Ault	Asian	13	13	100%	100%	0%	14	14	100%
Reading	3	Ault	African Am.	20	14	70%	75%	5%	21	18	86%
Reading	3	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Ault	White	80	67	84%	90%	6%	71	66	93%
Reading	3	Ault	Two or More	*	*	*	*	*	5	4	80%
Reading	3	Ault	Eco. Dis.	59	50	85%	90%	5%	64	56	88%
Reading	3	Ault	LEP Current	21	19	90%	93%	3%	15	11	73%
Reading	3	Ault	At-Risk	76	56	74%	80%	6%	63	52	83%
Reading	3	Ault	SPED	6	5	83%	88%	5%	17	10	59%
Reading	4	Ault	All	147	119	81%	85%	4%	154	133	86%
Reading	4	Ault	Hispanic	37	31	84%	88%	4%	39	33	85%
Reading	4	Ault	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Ault	Asian	13	11	85%	90%	5%	12	12	100%
Reading	4	Ault	African Am.	14	11	79%	85%	6%	19	12	63%
Reading	4	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Ault	White	74	57	77%	80%	3%	80	73	91%
Reading	4	Ault	Two or More	8	8	100%	100%	0%	*	*	*
Reading	4	Ault	Eco. Dis.	44	31	70%	75%	5%	58	46	79%
Reading	4	Ault	LEP Current	9	7	78%	82%	4%	18	15	83%
Reading	4	Ault	At-Risk	20	17	85%	90%	5%	77	58	75%
Reading	4	Ault	SPED	9	4	44%	50%	6%	10	6	60%
Reading	5	Ault	All	146	125	86%	90%	4%	161	147	91%
Reading	5	Ault	Hispanic	37	32	86%	90%	4%	46	39	85%
Reading	5	Ault	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Ault	Asian	11	11	100%	100%	0%	15	14	93%
Reading	5	Ault	African Am.	18	12	67%	72%	5%	15	15	100%
Reading	5	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Ault	White	73	64	88%	92%	4%	76	70	92%
Reading	5	Ault	Two or More	6	5	83%	90%	7%	8	8	100%
Reading	5	Ault	Eco. Dis.	40	31	78%	83%	5%	51	43	84%
Reading	5	Ault	LEP Current	10	7	70%	75%	5%	11	10	91%
Reading	5	Ault	At-Risk	52	37	71%	75%	4%	84	71	85%
Reading	5	Ault	SPED	14	6	43%	50%	7%	13	8	62%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Ault	All	147	125	85%	90%	5%	160	144	90%
Science	5	Ault	Hispanic	38	31	82%	87%	5%	46	41	89%
Science	5	Ault	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Ault	Asian	11	11	100%	100%	0%	15	15	100%
Science	5	Ault	African Am.	18	12	67%	72%	5%	15	11	73%
Science	5	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Ault	White	73	65	89%	93%	4%	75	69	92%
Science	5	Ault	Two or More	6	5	83%	88%	5%	8	7	88%
Science	5	Ault	Eco. Dis.	41	30	73%	78%	5%	51	38	75%
Science	5	Ault	LEP Current	10	7	70%	75%	5%	11	9	82%
Science	5	Ault	At-Risk	53	36	68%	73%	5%	83	69	83%
Science	5	Ault	SPED	15	7	47%	55%	8%	13	6	46%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Ault	All	147	85	58%	63%	5%	154	67	44%
Math	4	Ault	Hispanic	37	20	54%	60%	6%	39	13	33%
Math	4	Ault	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Ault	Asian	13	7	54%	60%	6%	12	11	92%
Math	4	Ault	African Am.	14	7	50%	55%	5%	19	2	11%
Math	4	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Ault	White	74	48	65%	70%	5%	80	40	50%
Math	4	Ault	Two or More	8	3	38%	45%	7%	*	*	*
Math	4	Ault	Eco. Dis.	44	21	48%	55%	7%	58	22	38%
Math	4	Ault	LEP Current	9	3	33%	50%	17%	18	5	28%
Math	4	Ault	At-Risk	20	10	50%	55%	5%	77	18	23%
Math	4	Ault	SPED	9	4	44%	50%	6%	10	1	10%
Math	5	Ault	All	147	99	67%	72%	5%	161	130	81%
Math	5	Ault	Hispanic	38	23	61%	66%	5%	46	38	83%
Math	5	Ault	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Ault	Asian	11	10	91%	93%	2%	15	14	93%
Math	5	Ault	African Am.	18	9	50%	55%	5%	15	9	60%
Math	5	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Ault	White	73	52	71%	75%	4%	76	61	80%
Math	5	Ault	Two or More	6	4	67%	72%	5%	8	7	88%
Math	5	Ault	Eco. Dis.	41	24	59%	64%	5%	51	33	65%
Math	5	Ault	LEP Current	10	4	40%	50%	10%	11	7	64%
Math	5	Ault	At-Risk	53	26	49%	55%	6%	84	59	70%
Math	5	Ault	SPED	15	6	40%	50%	10%	13	6	46%
Reading	4	Ault	All	147	81	55%	60%	5%	154	101	66%
Reading	4	Ault	Hispanic	37	19	51%	56%	5%	39	24	62%
Reading	4	Ault	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Ault	Asian	13	8	62%	67%	5%	12	11	92%
Reading	4	Ault	African Am.	14	6	43%	50%	7%	19	7	37%
Reading	4	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Ault	White	74	44	59%	64%	5%	80	57	71%
Reading	4	Ault	Two or More	8	4	50%	55%	5%	*	*	*
Reading	4	Ault	Eco. Dis.	44	22	50%	55%	5%	58	33	57%
Reading	4	Ault	LEP Current	9	1	11%	20%	9%	18	9	50%
Reading	4	Ault	At-Risk	20	9	45%	50%	5%	77	36	47%
Reading	4	Ault	SPED	9	3	33%	40%	7%	10	3	30%



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Department of District Improvement and Accountability

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Ault	All	146	92	63%	68%	5%	161	115	71%
Reading	5	Ault	Hispanic	37	21	57%	62%	5%	46	32	70%
Reading	5	Ault	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Ault	Asian	11	9	82%	87%	5%	15	12	80%
Reading	5	Ault	African Am.	18	7	39%	45%	6%	15	9	60%
Reading	5	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Ault	White	73	50	68%	73%	5%	76	55	72%
Reading	5	Ault	Two or More	6	4	67%	72%	5%	8	6	75%
Reading	5	Ault	Eco. Dis.	40	21	53%	58%	5%	51	30	59%
Reading	5	Ault	LEP Current	10	4	40%	50%	10%	11	6	55%
Reading	5	Ault	At-Risk	52	20	38%	45%	7%	84	45	54%
Reading	5	Ault	SPED	14	2	14%	20%	6%	13	4	31%
Science	5	Ault	All	147	88	60%	65%	5%	160	106	66%
Science	5	Ault	Hispanic	38	20	53%	58%	5%	46	28	61%
Science	5	Ault	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Ault	Asian	11	9	82%	85%	3%	15	10	67%
Science	5	Ault	African Am.	18	7	39%	50%	11%	15	6	40%
Science	5	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Ault	White	73	47	64%	70%	6%	75	56	75%
Science	5	Ault	Two or More	6	4	67%	72%	5%	8	5	63%
Science	5	Ault	Eco. Dis.	41	18	44%	50%	6%	51	24	47%
Science	5	Ault	LEP Current	10	4	40%	50%	10%	11	2	18%
Science	5	Ault	At-Risk	53	18	34%	45%	11%	83	39	47%
Science	5	Ault	SPED	15	2	13%	25%	12%	13	4	31%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Ault	All	159	33	21%	30%	9%	171	62	36%
Math	3	Ault	Hispanic	41	8	20%	30%	10%	58	18	31%
Math	3	Ault	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Ault	Asian	13	4	31%	35%	4%	14	7	50%
Math	3	Ault	African Am.	20	0	0%	20%	20%	21	4	19%
Math	3	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Ault	White	80	20	25%	30%	5%	71	31	44%
Math	3	Ault	Two or More	*	*	*	*	*	5	1	20%
Math	3	Ault	Eco. Dis.	59	7	12%	20%	8%	64	18	28%
Math	3	Ault	LEP Current	21	3	14%	20%	6%	15	2	13%
Math	3	Ault	At-Risk	76	9	12%	20%	8%	63	14	22%
Math	3	Ault	SPED	6	0	0%	20%	20%	17	3	18%
Math	4	Ault	All	147	54	37%	42%	5%	154	32	21%
Math	4	Ault	Hispanic	37	10	27%	35%	8%	39	6	15%
Math	4	Ault	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Ault	Asian	13	4	31%	35%	4%	12	6	50%
Math	4	Ault	African Am.	14	4	29%	35%	6%	19	0	0%
Math	4	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Ault	White	74	34	46%	50%	4%	80	19	24%
Math	4	Ault	Two or More	8	2	25%	30%	5%	*	*	*
Math	4	Ault	Eco. Dis.	44	11	25%	30%	5%	58	8	14%
Math	4	Ault	LEP Current	9	0	0%	20%	20%	18	2	11%
Math	4	Ault	At-Risk	20	6	30%	35%	5%	77	8	10%
Math	4	Ault	SPED	9	2	22%	30%	8%	10	1	10%
Math	5	Ault	All	147	67	46%	50%	4%	161	86	53%
Math	5	Ault	Hispanic	38	17	45%	50%	5%	46	23	50%
Math	5	Ault	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Ault	Asian	11	7	64%	70%	6%	15	11	73%
Math	5	Ault	African Am.	18	4	22%	30%	8%	15	4	27%
Math	5	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Ault	White	73	34	47%	50%	3%	76	45	59%
Math	5	Ault	Two or More	6	4	67%	70%	3%	8	2	25%
Math	5	Ault	Eco. Dis.	41	15	37%	40%	3%	51	18	35%
Math	5	Ault	LEP Current	10	2	20%	25%	5%	11	5	45%
Math	5	Ault	At-Risk	53	12	23%	25%	2%	84	30	36%
Math	5	Ault	SPED	15	2	13%	25%	12%	13	4	31%

Cypress-Fairbanks Independent School District  
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**2021-22 Masters CIP Targets**

The targets listed below meet minimum expectations.  
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Ault	All	159	35	22%	35%	13%	171	77	45%
Reading	3	Ault	Hispanic	41	10	24%	35%	11%	58	30	52%
Reading	3	Ault	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Ault	Asian	13	6	46%	50%	4%	14	7	50%
Reading	3	Ault	African Am.	20	0	0%	25%	25%	21	7	33%
Reading	3	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Ault	White	80	19	24%	35%	11%	71	32	45%
Reading	3	Ault	Two or More	*	*	*	*	*	5	1	20%
Reading	3	Ault	Eco. Dis.	59	11	19%	25%	6%	64	28	44%
Reading	3	Ault	LEP Current	21	2	10%	20%	10%	15	4	27%
Reading	3	Ault	At-Risk	76	10	13%	20%	7%	63	17	27%
Reading	3	Ault	SPED	6	0	0%	20%	20%	17	3	18%
Reading	4	Ault	All	147	44	30%	35%	5%	154	64	42%
Reading	4	Ault	Hispanic	37	10	27%	35%	8%	39	13	33%
Reading	4	Ault	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Ault	Asian	13	4	31%	35%	4%	12	7	58%
Reading	4	Ault	African Am.	14	5	36%	40%	4%	19	2	11%
Reading	4	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Ault	White	74	23	31%	35%	4%	80	41	51%
Reading	4	Ault	Two or More	8	2	25%	35%	10%	*	*	*
Reading	4	Ault	Eco. Dis.	44	6	14%	20%	6%	58	20	34%
Reading	4	Ault	LEP Current	9	0	0%	20%	20%	18	5	28%
Reading	4	Ault	At-Risk	20	5	25%	30%	5%	77	19	25%
Reading	4	Ault	SPED	9	1	11%	20%	9%	10	1	10%
Reading	5	Ault	All	146	70	48%	55%	7%	161	90	56%
Reading	5	Ault	Hispanic	37	17	46%	55%	9%	46	24	52%
Reading	5	Ault	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Ault	Asian	11	7	64%	70%	6%	15	10	67%
Reading	5	Ault	African Am.	18	5	28%	35%	7%	15	7	47%
Reading	5	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Ault	White	73	37	51%	55%	4%	76	42	55%
Reading	5	Ault	Two or More	6	3	50%	55%	5%	8	6	75%
Reading	5	Ault	Eco. Dis.	40	13	33%	40%	7%	51	21	41%
Reading	5	Ault	LEP Current	10	2	20%	25%	5%	11	4	36%
Reading	5	Ault	At-Risk	52	12	23%	30%	7%	84	31	37%
Reading	5	Ault	SPED	14	0	0%	20%	20%	13	2	15%

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Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

The targets listed below meet minimum expectations.  
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Ault	All	147	44	30%	35%	5%	160	55	34%
Science	5	Ault	Hispanic	38	8	21%	35%	14%	46	11	24%
Science	5	Ault	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Ault	Asian	11	5	45%	50%	5%	15	7	47%
Science	5	Ault	African Am.	18	3	17%	25%	8%	15	3	20%
Science	5	Ault	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Ault	White	73	25	34%	40%	6%	75	30	40%
Science	5	Ault	Two or More	6	3	50%	55%	5%	8	4	50%
Science	5	Ault	Eco. Dis.	41	9	22%	25%	3%	51	8	16%
Science	5	Ault	LEP Current	10	1	10%	20%	10%	11	2	18%
Science	5	Ault	At-Risk	53	6	11%	20%	9%	83	14	17%
Science	5	Ault	SPED	15	1	7%	20%	13%	13	1	8%

**Ault**

## Early Childhood Literacy Board Outcome Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 54% to 64% by June 2025.**

### Yearly Target Goals

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
54%	56%	58%	61%	64%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		41%	62%						30%			57%	
2022	NA	43%	64%	NA	NA	NA	NA	NA	32%	NA	NA	59%	NA
2023	NA	45%	66%	NA	NA	NA	NA	NA	34%	NA	NA	61%	NA
2024	NA	48%	69%	NA	NA	NA	NA	NA	37%	NA	NA	64%	NA
2025	NA	51%	72%	NA	NA	NA	NA	NA	40%	NA	NA	67%	NA

## Early Childhood Math Board Outcome Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 61% to 71% by June 2025.**

### Yearly Target Goals

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
61%	63%	65%	68%	71%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		44%	70%						50%			64%	
2022	NA	46%	72%	NA	NA	NA	NA	NA	52%	NA	NA	66%	NA
2023	NA	48%	74%	NA	NA	NA	NA	NA	54%	NA	NA	68%	NA
2024	NA	51%	77%	NA	NA	NA	NA	NA	57%	NA	NA	71%	NA
2025	NA	54%	80%	NA	NA	NA	NA	NA	60%	NA	NA	74%	NA

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

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

## Mathematics

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

## Science

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

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

## Elementary Physical Education/Health (K-5)

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

## Elementary Music (K- 5)

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

## Visual Arts (K–5)

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