

# **Cypress-Fairbanks Independent School District**

## **Bane 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

Building a legacy of success for all learners.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

**Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment:** The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: At Bane, the CNA process is conducted by Campus Performance Objectives Committee by reviewing different data reports. These reports contain academic and discipline data. The committee divides the data reports and the strategies that have been used to support our campus in all the different areas and conduct a comprehensive evaluation of the activities and their impact in our campus academic performance. Then these groups report out what they found and make recommendations to what strategies should continue and what new strategies should be incorporated.

The comprehensive needs assessment was reviewed and/or revised at the beginning of the current school year.

In summary, the comprehensive needs assessment denotes the following:

- Instructional Leadership: build capacity of our instructional leaders to maximize their impact on our instructional process.
- Effective instructional planning: objective driven planning sessions that will provide teachers with the needed tools address the individual academic needs of students.
- Data driven decisions: ensure all decisions are based on data. This will allow us to address individual students' needs both socially and academically.
- PBIS: Enhance our PBIS program by providing staff with relevant professional development, feedback and support.
- Coaching: support staff efficacy through a structured coaching program that allows multiple learning opportunities of new skills and strategies.
- Feedback and Support: provide teachers and staff with ongoing relevant feedback that is evidence based and allows them opportunities for professional growth.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

**Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders:** The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

**Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision:** The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

**Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language:** The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

*In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.*

*All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.*

*When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:*

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

*Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.*

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and Faith Church 7755 Fairbanks N. Houston Road Houston, Texas 77040 and Houston First Church of God 14400 Northwest Freeway, Houston, Texas 77040.

# Student Achievement

## Student Achievement Summary

### Student Achievement Strengths

#### PreK

- 80% of students met standards on recognizing letters and letter sounds.

#### Kindergarten

- 86% of students passed their EOY Math DPM.

#### 1st Grade

- 83% of the students passed their EOY Math DPM.
- 63% of the students passed their EOY Reading DPM.

#### ELAR

##### 3rd Grade

- On average students in third grade grew 3-4 reading levels.

##### 4th Grade

- On average students in fourth grade grew 4-5 reading levels.

##### 5th Grade

On average students in fifth grade grew 2-3 reading levels.

#### MATH

##### 2nd Grade

Each time students completed a checkpoint their scores continued to go up to reach campus targets of 75% Approaches, 45% Meets, and 25% Masters. On the JDA assessment all students met the targets.

##### 3rd Grade

On the 3rd Grade March Benchmark and STAAR our students grew 4% in the approaches category.

##### 4th Grade

Each time students completed a district checkpoint they were near the desired target for the approaches category. Each checkpoint the 4th grade students demonstrated growth as a whole grade leve.

### **5th Grade**

Each time students completed a district checkpoint between the months of October and March the students made progress towards our approaches target of 75%. In October the 5th grade students were at 56% approaches and in March were at 70% approaches.

## **SCIENCE**

### **3rd Grade**

Each time students competed a Unit Test, they were within 1 percentage point (on last assessment), or exceeded our campus goal of 45% Meets. Students were also within 3 percentage points or exceeded Masters at 25% on all Unit Tests.

### **4th Grade**

On the January Matter Unit Test students exceeded our campus goals of 75% Approaches, 45% Meets and 25% Masters by achieving 83% Approaches, 58% Meets and 41% Masters.

### **5th Grade**

In November 2020, 42% met Approaches on their first Unit Test. By April 2021, 72% of students met Approaches, and were within 3% of meeting our campus goal of 75%.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Reading: Our students, especially our African American (AA) students, are performing below the district & cluster based on reading data from 2021 end-of-year assessments. **Root Cause:** Reading: Teachers need additional support to implement small group guided reading and comprehension strategy groups for those students that are reading below the grade level expectations.

**Problem Statement 2:** Writing: Our students, especially our African American (AA) students, are performing below the district & cluster based on writing data from 2021 end-of-year assessments. **Root Cause:** Writing: Teachers need to provide differentiated support within the writing process.

**Problem Statement 3:** Math: Our African American and Special Education student groups are performing below the district standards and not meeting targets based on math data from 2021 end - of -year assessments. **Root Cause:** Math: Our teachers need to increase instruction in vocabulary, mathematical reasoning and problem solving.

**Problem Statement 4:** Science: Our students did not meet any of the targets for the approaches category. **Root Cause:** Science: Science teaching is not differentiated enough based on current performance data in order to address individual student's needs.

**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:** 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

**Restorative Discipline:** At Bane we continue to focus our discipline system that fosters equity and promotes restorative discipline practices. Our staff has and will continue to be trained and coached in effective strategies to maximize the time students are engaged in learning in the classrooms. For the 2020-21 our campus reported zero OSS (Out of School Suspension) and zero SOS (Special Opportunity School) discipline program placements.

**Campus Safety:** Safety is a priority at Bane and we always look for ways to enhance the safety of our students and staff by conducting all drills required and providing staff with training opportunities to better understand our Campus Emergency Operations Plan.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: PBIS and restorative practices are not utilized in a way that is uniform throughout the school. **Root Cause:** School Culture and Climate: Limited opportunities for professional development in the areas of restorative discipline and PBIS.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

Bane Elementary is staffed by experienced teachers in its majority.

In order to retain our teachers and staff, our school offers a targeted professional development program. New and experienced teachers are able to engage in different learning opportunities on campus to allow them to learn the most important instructional strategies needed to serve our students and to meet their individual academic needs.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Our attendance rate during the 2021-2022 school year was below the average for our comparison group. **Root Cause:** Teacher/Paraprofessional Attendance: Teacher attendance was affected by COVID-19.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

At Bane Elementary, many family events are offered through the school year. They are available at different times of the day to allow for more opportunities for parents and children to attend. Additionally, our staff is very supportive of community engagement events that foster strong parent and teacher partnerships.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Many of our families aren't reached through the methods of communication that we have established. **Root Cause:** Parent and Community Engagement: The communication methods we use do not allow us to engage a significant percentage of our families.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 CCMR goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

## **Student Data: Assessments**

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data

## **Student Data: Student Groups**

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

## **Employee Data**

- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

## **Support Systems and Other Data**







- Communications 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 ELAR, Math, and Science results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> We will provide planning opportunities for teachers to further develop their capacity to implement effective small group guided reading &amp; strategy groups. We will support this implementation by modeling, providing training, and observing &amp; providing feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Our targeted populations and under-performing students will show accelerated growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Library Books - Title I - \$20,000, Professional Learning Books - Title I - \$1,000, Professional Development Consultant: Becky Koesel - Title I - \$6,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> We will provide planning/training opportunities for teachers to further develop their capacity to confer &amp; provide effective feedback to help students grow as writers.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target table.</p> <p>Our targeted populations and under-performing students will meet standards on revision and editing assessments and the scores on writing assessments will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Funding Sources:</b> Writing Professional Development Consultant: Elizabeth Martin - Title I - \$6,000, Professional Learning Books - Title I - \$1,000</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Math: We will provide training to improve teachers' capacity in the math content area, use of manipulatives, and academic vocabulary. Teams will collaborate on data analysis that is ongoing in order to goal-set, create differentiation, and engage in data-driven planning to support students' academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Students will show growth on their math assessments throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Funding Sources:</b> Professional Learning Books - Title I - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Science: Provide professional development training and planning opportunities to increase teacher capacity, and hands-on learning experiences that will allow students to think critically. Teachers will focus on building student academic vocabulary to increase science proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>The performance of economically disadvantaged, African American, and Hispanic student groups will improve.</p> <p><b>Funding Sources:</b> Science Materials - Title I - \$5,000</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 small group instruction and use of Education Galaxy/Liftoff intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will be provided with the materials needed to effectively implement the curriculum.</p> <p>Students will have opportunities for extended day learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Well-Rounded Education: The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Targeted students in third, fourth and fifth grades with a history of academic challenges will be provided with an extended school day with a focus on improving their reading skills (Star Catcher Academy).</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>The Academy students' reading levels will improve. Students participating in camps will show academic growth as reflected in district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Multiple Academic Resources - Title I - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Deepen understanding of and address specific academic needs of the English Learners, Hispanic and ED student groups in an effort to address the needs of all students, particularly at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Title I Campuses:</p> <ol style="list-style-type: none"> <li>1. Math Intervention Teacher: will support small group math interventions in 5th grade.</li> <li>2. Primary Intervention Teacher: will support literacy development in students in 1st grade.</li> <li>3. Science Instructional Specialist: will support our 3-5 science curriculum through leading effective instructional planning.</li> <li>4. Library Books: provide students with access to reading resources.</li> <li>5. Writing Professional Development: provide teachers with professional development opportunities in writing that will have a direct impact in teaching writing.</li> <li>6. Reading Professional Development: provide teachers with professional learning opportunities in the area of reading including fluency and comprehension.</li> <li>7. Professional learning books: teachers and campus instructional leaders will benefit from having access to current research based professional books that will enhance their instructional practices.</li> <li>8. Resources for Academy Program: we will provide teachers and students with supplies needed to participate in the extended school day intervention program.</li> <li>9. Science Supplies: teachers and students will have access to science materials needed to participate in hands on learning, labs, experiments and projects.</li> </ol> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Staffing Salary and Benefits - Title I - \$214,500, Library Books - Title I - \$20,000, Writing Professional Development Consultant - Title I - \$6,000, Reading Professional Development Consultant - Title I - \$6,000, Professional Learning Books - Title I - \$3,000, Instructional Supplies for Academy Intervention Program - Title I - \$10,000, Science Supplies - Title I - \$5,000</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 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. We will utilize ESSER III funds to purchase instructional supplies for all areas of content to enhance instruction and provide students with the necessary resources for learning.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students in grades KG-2nd will participate in after school tutoring from 3:30 pm to 4:30 pm to receive targeted reading interventions. Students will be selected based on reading proficiency and will participate in small group interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Student participating in the reading tutoring interventions will increase at least 2 reading levels in comparison with their grade level peers not attending the tutoring program.</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> Core Content Area Interventionist: Math Intervention Teacher that will support small group math interventions in 3-5</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-2022 school year, 90% students receiving math interventions from the designated 3-5 math intervention teacher will increase their fact fluency, computation and/or problem solving skills as demonstrated by at least 10% using local assessments such as checkpoints, DPMs and benchmarks. BOY based line data will be used to identify growth.</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> Targeted Professional Development in Reading and Math</p> <p><b>Strategy's Expected Result/Impact:</b> After teachers attend the targeted math and reading professional development opportunity, 95% of our teachers will implement the newly learned strategies with fidelity which will result in increased student performance and content mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Professional Development Supplies for Math and Reading - ESSER III - \$6,514.18, Professional Books - ESSER III - \$1,773.89</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 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> Provide at-risk students with additional academic support</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Supplies - Special Allotment: Compensatory Education - \$3,213</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2: Campus Safety:** Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

**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:</b> Campus Safety: Campus Safety Team will review drills conducted to evaluate effectiveness and make adjustments for improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Through an evaluation of the safety drills conducted, we will be able to determine what adjustments and professional development opportunities are needed which will increase campus safety.</p> <p><b>Staff Responsible for Monitoring:</b> EOP representative and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) 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> EOP representative and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct health safety walks in relation to COVID-19 protocol implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Evaluate staff implementation of all healthy protocols and recommendations to provide feedback, opportunities to retrain and adjustments as needed in order to enhance the safety of our campus.</p> <p><b>Staff Responsible for Monitoring:</b> School Nurse and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 2: Campus Safety:** Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

**Performance Objective 2:** 1) Student Attendance: By the end of the 2021-2022 school year, student attendance will be at 97%.




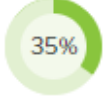





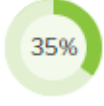


**Evaluation Data Sources:** Student attendance records








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Student Attendance:</b> We will develop a student attendance task force under the leadership of the campus Behavior Interventionist. This task force will monitor attendance, communicate with parents and campus leadership team to promote student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%.</p> <p><b>Staff Responsible for Monitoring:</b> BI, Campus Attendance Task Force, Leadership Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2: Campus Safety:** Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

**Performance Objective 3: Restorative Discipline:** By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

**Evaluation Data Sources:** Discipline reports








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Restorative Discipline:</b> The PBIS committee will continue to monitor student discipline reports and provide guidance for the classroom teachers. A campus wide behavior continuum will be used by all teachers and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee, 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: In School Suspensions:</b> In order to reduce the number of special education and African American in school suspensions, we will offer professional development opportunities that focus on equity and relationship building in order to address the specific needs of these student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Out of School Suspensions:</b> The campus administration under the leadership of the Behavior Interventionist will monitor, provide feedback and support to teachers and staff with implementation of restorative discipline strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: Special Opportunity School (SOS) Placements:</b> We will continue to provide learning opportunities for staff on restorative discipline practices that address the individual needs of our African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals and 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 provide opportunities for staff to learn to identify signs of violence before it occurs. Staff will be able to identify triggers or signs that could result in violent situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: Campus Safety:** Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.

**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 time lines.</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
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 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 5%.








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Implement, communicate and promote attendance incentive program. Communicate staff attendance expectations and its impact to student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</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 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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





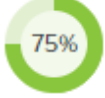




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Rigor and Relevance Framework by ICLE, Model Classroom Project by John Samara, technology share sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will learn new high yield instructional strategies that will enhance their practice and promote higher levels of student academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team (IS, APs, 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 10%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Improve communication of family engagement events and activities. Research and utilize new methods of communication that will result in higher numbers of families informed about the opportunities being offered to them.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p> <p><b>Funding Sources:</b> PAFE Supplies - Title I - \$2,800</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title I Campus: Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school. This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Faith Church and Houston First Church of God.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Title I Campus: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. October 22th at 11:00 am and October 26th at 5:00 pm via Zoom.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Communication about social emotional resources: The counselors will put together newsletters containing information regarding academic and social emotional tips throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Families and staff will be able to increase their awareness regarding social emotional needs of students and adults.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselors</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>			

# State Compensatory

## Budget for Bane Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 5**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Bane Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Aide Instructional	1
1 position	Teacher	1
2 positions	Reaching Enrichment/SGRI Teacher	1
2 positions	Instructional Specialist	1
4 positions	Core Content Area Interventionist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Bilingual Interventionist	1

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Professional Development Supplies for Math and Reading		\$6,514.18
1	2	3	Professional Books		\$1,773.89
<b>Sub-Total</b>					<b>\$8,288.07</b>
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Consultant: Becky Koesel		\$6,000.00
1	1	1	Professional Learning Books		\$1,000.00
1	1	1	Library Books		\$20,000.00
1	1	2	Professional Learning Books		\$1,000.00
1	1	2	Writing Professional Development Consultant: Elizabeth Martin		\$6,000.00
1	1	3	Professional Learning Books		\$1,000.00
1	1	4	Science Materials		\$5,000.00
1	1	6	Multiple Academic Resources		\$10,000.00
1	1	7	Instructional Supplies for Academy Intervention Program		\$10,000.00
1	1	7	Science Supplies		\$5,000.00
1	1	7	Staffing Salary and Benefits		\$214,500.00
1	1	7	Professional Learning Books		\$3,000.00
1	1	7	Reading Professional Development Consultant		\$6,000.00
1	1	7	Writing Professional Development Consultant		\$6,000.00
1	1	7	Library Books		\$20,000.00
4	1	1	PAFE Supplies		\$2,800.00
<b>Sub-Total</b>					<b>\$317,300.00</b>
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$3,213.00
<b>Sub-Total</b>					<b>\$3,213.00</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	Bane	All	114	47	41%	75%	34%	116	55	47%
Math	3	Bane	Hispanic	93	41	44%	75%	31%	89	42	47%
Math	3	Bane	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Bane	Asian	*	*	*	*	*	*	*	*
Math	3	Bane	African Am.	12	1	8%	75%	67%	18	7	39%
Math	3	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Bane	White	6	4	67%	75%	8%	*	*	*
Math	3	Bane	Two or More	*	*	*	*	*	*	*	*
Math	3	Bane	Eco. Dis.	103	42	41%	75%	34%	107	52	49%
Math	3	Bane	LEP Current	59	24	41%	75%	34%	31	10	32%
Math	3	Bane	At-Risk	102	39	38%	75%	37%	99	45	45%
Math	3	Bane	SPED	13	2	15%	75%	60%	16	4	25%
Math	4	Bane	All	101	31	31%	75%	44%	113	53	47%
Math	4	Bane	Hispanic	81	31	38%	75%	37%	81	39	48%
Math	4	Bane	Am. Indian	*	*	*	*	*	6	4	67%
Math	4	Bane	Asian	*	*	*	*	*	*	*	*
Math	4	Bane	African Am.	14	0	0%	75%	75%	17	4	24%
Math	4	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Bane	White	*	*	*	*	*	7	5	71%
Math	4	Bane	Two or More	*	*	*	*	*	*	*	*
Math	4	Bane	Eco. Dis.	89	27	30%	75%	45%	107	51	48%
Math	4	Bane	LEP Current	50	17	34%	75%	41%	58	27	47%
Math	4	Bane	At-Risk	73	26	36%	75%	39%	99	46	46%
Math	4	Bane	SPED	20	3	15%	75%	60%	17	2	12%
Math	5	Bane	All	130	69	53%	75%	22%	106	51	48%
Math	5	Bane	Hispanic	110	64	58%	75%	17%	83	46	55%
Math	5	Bane	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Bane	Asian	*	*	*	*	*	*	*	*
Math	5	Bane	African Am.	17	5	29%	75%	46%	19	4	21%
Math	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Bane	White	*	*	*	*	*	*	*	*
Math	5	Bane	Two or More	*	*	*	*	*	*	*	*
Math	5	Bane	Eco. Dis.	115	61	53%	75%	22%	101	48	48%
Math	5	Bane	LEP Current	61	32	52%	75%	23%	56	25	45%
Math	5	Bane	At-Risk	103	52	50%	75%	25%	95	46	48%
Math	5	Bane	SPED	20	6	30%	75%	45%	16	3	19%

Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability  
**2021-22 Approaches CIP Targets**

The targets listed below meet minimum expectations.  
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Bane	All	114	56	49%	75%	26%	114	71	62%
Reading	3	Bane	Hispanic	92	47	51%	75%	24%	87	57	66%
Reading	3	Bane	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Bane	Asian	*	*	*	*	*	*	*	*
Reading	3	Bane	African Am.	13	3	23%	75%	52%	18	7	39%
Reading	3	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Bane	White	6	5	83%	85%	2%	*	*	*
Reading	3	Bane	Two or More	*	*	*	*	*	*	*	*
Reading	3	Bane	Eco. Dis.	103	50	49%	75%	26%	106	68	64%
Reading	3	Bane	LEP Current	59	26	44%	75%	31%	29	15	52%
Reading	3	Bane	At-Risk	102	46	45%	75%	30%	97	61	63%
Reading	3	Bane	SPED	12	2	17%	75%	58%	16	3	19%
Reading	4	Bane	All	101	48	48%	75%	27%	113	81	72%
Reading	4	Bane	Hispanic	81	42	52%	75%	23%	81	58	72%
Reading	4	Bane	Am. Indian	*	*	*	*	*	6	6	100%
Reading	4	Bane	Asian	*	*	*	*	*	*	*	*
Reading	4	Bane	African Am.	14	3	21%	75%	54%	17	9	53%
Reading	4	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Bane	White	*	*	*	*	*	7	6	86%
Reading	4	Bane	Two or More	*	*	*	*	*	*	*	*
Reading	4	Bane	Eco. Dis.	89	42	47%	75%	28%	107	76	71%
Reading	4	Bane	LEP Current	50	18	36%	75%	39%	58	42	72%
Reading	4	Bane	At-Risk	73	35	48%	75%	27%	99	70	71%
Reading	4	Bane	SPED	20	5	25%	75%	50%	17	3	18%
Reading	5	Bane	All	130	70	54%	75%	21%	106	68	64%
Reading	5	Bane	Hispanic	110	61	55%	75%	20%	83	54	65%
Reading	5	Bane	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Bane	Asian	*	*	*	*	*	*	*	*
Reading	5	Bane	African Am.	17	7	41%	75%	34%	19	11	58%
Reading	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Bane	White	*	*	*	*	*	*	*	*
Reading	5	Bane	Two or More	*	*	*	*	*	*	*	*
Reading	5	Bane	Eco. Dis.	115	61	53%	75%	22%	101	67	66%
Reading	5	Bane	LEP Current	61	24	39%	75%	36%	56	30	54%
Reading	5	Bane	At-Risk	103	50	49%	75%	26%	95	59	62%
Reading	5	Bane	SPED	20	3	15%	75%	60%	16	4	25%



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	Bane	All	130	59	45%	75%	30%	104	48	46%
Science	5	Bane	Hispanic	111	51	46%	75%	29%	82	42	51%
Science	5	Bane	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Bane	Asian	*	*	*	*	*	*	*	*
Science	5	Bane	African Am.	16	6	38%	75%	37%	18	5	28%
Science	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Bane	White	*	*	*	*	*	*	*	*
Science	5	Bane	Two or More	*	*	*	*	*	*	*	*
Science	5	Bane	Eco. Dis.	114	51	45%	75%	30%	99	45	45%
Science	5	Bane	LEP Current	60	21	35%	75%	40%	56	21	38%
Science	5	Bane	At-Risk	104	47	45%	75%	30%	93	42	45%
Science	5	Bane	SPED	20	3	15%	75%	60%	16	2	13%

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	Bane	All	101	9	9%	45%	36%	113	19	17%
Math	4	Bane	Hispanic	81	9	11%	45%	34%	81	16	20%
Math	4	Bane	Am. Indian	*	*	*	*	*	6	1	17%
Math	4	Bane	Asian	*	*	*	*	*	*	*	*
Math	4	Bane	African Am.	14	0	0%	45%	45%	17	0	0%
Math	4	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Bane	White	*	*	*	*	*	7	2	29%
Math	4	Bane	Two or More	*	*	*	*	*	*	*	*
Math	4	Bane	Eco. Dis.	89	8	9%	45%	36%	107	17	16%
Math	4	Bane	LEP Current	50	6	12%	45%	33%	58	8	14%
Math	4	Bane	At-Risk	73	8	11%	45%	34%	99	16	16%
Math	4	Bane	SPED	20	2	10%	45%	35%	17	1	6%
Math	5	Bane	All	130	18	14%	45%	31%	106	23	22%
Math	5	Bane	Hispanic	110	18	16%	45%	29%	83	22	27%
Math	5	Bane	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Bane	Asian	*	*	*	*	*	*	*	*
Math	5	Bane	African Am.	17	0	0%	45%	45%	19	1	5%
Math	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Bane	White	*	*	*	*	*	*	*	*
Math	5	Bane	Two or More	*	*	*	*	*	*	*	*
Math	5	Bane	Eco. Dis.	115	14	12%	45%	33%	101	21	21%
Math	5	Bane	LEP Current	61	6	10%	45%	35%	56	8	14%
Math	5	Bane	At-Risk	103	12	12%	45%	33%	95	20	21%
Math	5	Bane	SPED	20	0	0%	45%	45%	16	0	0%
Reading	4	Bane	All	101	19	19%	45%	26%	113	47	42%
Reading	4	Bane	Hispanic	81	19	23%	45%	22%	81	35	43%
Reading	4	Bane	Am. Indian	*	*	*	*	*	6	5	83%
Reading	4	Bane	Asian	*	*	*	*	*	*	*	*
Reading	4	Bane	African Am.	14	0	0%	45%	45%	17	5	29%
Reading	4	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Bane	White	*	*	*	*	*	7	2	29%
Reading	4	Bane	Two or More	*	*	*	*	*	*	*	*
Reading	4	Bane	Eco. Dis.	89	17	19%	45%	26%	107	45	42%
Reading	4	Bane	LEP Current	50	6	12%	45%	33%	58	23	40%
Reading	4	Bane	At-Risk	73	13	18%	45%	27%	99	40	40%
Reading	4	Bane	SPED	20	1	5%	45%	40%	17	1	6%

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	
					#	%				#	%
Reading	5	Bane	All	130	33	25%	45%	20%	106	37	35%
Reading	5	Bane	Hispanic	110	29	26%	45%	19%	83	32	39%
Reading	5	Bane	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Bane	Asian	*	*	*	*	*	*	*	*
Reading	5	Bane	African Am.	17	4	24%	45%	21%	19	4	21%
Reading	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Bane	White	*	*	*	*	*	*	*	*
Reading	5	Bane	Two or More	*	*	*	*	*	*	*	*
Reading	5	Bane	Eco. Dis.	115	26	23%	45%	22%	101	36	36%
Reading	5	Bane	LEP Current	61	9	15%	45%	30%	56	11	20%
Reading	5	Bane	At-Risk	103	20	19%	45%	26%	95	30	32%
Reading	5	Bane	SPED	20	1	5%	45%	40%	16	1	6%
Science	5	Bane	All	130	12	9%	45%	36%	104	21	20%
Science	5	Bane	Hispanic	111	11	10%	45%	35%	82	21	26%
Science	5	Bane	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Bane	Asian	*	*	*	*	*	*	*	*
Science	5	Bane	African Am.	16	0	0%	45%	45%	18	0	0%
Science	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Bane	White	*	*	*	*	*	*	*	*
Science	5	Bane	Two or More	*	*	*	*	*	*	*	*
Science	5	Bane	Eco. Dis.	114	9	8%	45%	37%	99	20	20%
Science	5	Bane	LEP Current	60	3	5%	45%	40%	56	8	14%
Science	5	Bane	At-Risk	104	7	7%	45%	38%	93	19	20%
Science	5	Bane	SPED	20	1	5%	45%	40%	16	1	6%

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	Bane	All	114	5	4%	25%	21%	116	5	4%
Math	3	Bane	Hispanic	93	4	4%	25%	21%	89	4	4%
Math	3	Bane	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Bane	Asian	*	*	*	*	*	*	*	*
Math	3	Bane	African Am.	12	0	0%	25%	25%	18	0	0%
Math	3	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Bane	White	6	1	17%	25%	8%	*	*	*
Math	3	Bane	Two or More	*	*	*	*	*	*	*	*
Math	3	Bane	Eco. Dis.	103	5	5%	25%	20%	107	5	5%
Math	3	Bane	LEP Current	59	1	2%	25%	23%	31	2	6%
Math	3	Bane	At-Risk	102	4	4%	25%	21%	99	4	4%
Math	3	Bane	SPED	13	0	0%	25%	25%	16	0	0%
Math	4	Bane	All	101	3	3%	25%	22%	113	4	4%
Math	4	Bane	Hispanic	81	3	4%	25%	21%	81	2	2%
Math	4	Bane	Am. Indian	*	*	*	*	*	6	1	17%
Math	4	Bane	Asian	*	*	*	*	*	*	*	*
Math	4	Bane	African Am.	14	0	0%	25%	25%	17	0	0%
Math	4	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Bane	White	*	*	*	*	*	7	1	14%
Math	4	Bane	Two or More	*	*	*	*	*	*	*	*
Math	4	Bane	Eco. Dis.	89	3	3%	25%	22%	107	4	4%
Math	4	Bane	LEP Current	50	2	4%	25%	21%	58	0	0%
Math	4	Bane	At-Risk	73	3	4%	25%	21%	99	3	3%
Math	4	Bane	SPED	20	1	5%	25%	20%	17	0	0%
Math	5	Bane	All	130	8	6%	25%	19%	106	7	7%
Math	5	Bane	Hispanic	110	8	7%	25%	18%	83	7	8%
Math	5	Bane	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Bane	Asian	*	*	*	*	*	*	*	*
Math	5	Bane	African Am.	17	0	0%	25%	25%	19	0	0%
Math	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Bane	White	*	*	*	*	*	*	*	*
Math	5	Bane	Two or More	*	*	*	*	*	*	*	*
Math	5	Bane	Eco. Dis.	115	5	4%	25%	21%	101	6	6%
Math	5	Bane	LEP Current	61	1	2%	25%	23%	56	2	4%
Math	5	Bane	At-Risk	103	4	4%	25%	21%	95	7	7%
Math	5	Bane	SPED	20	0	0%	25%	25%	16	0	0%

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	
					#	%				#	%
Reading	3	Bane	All	114	14	12%	25%	13%	114	17	15%
Reading	3	Bane	Hispanic	92	13	14%	25%	11%	87	12	14%
Reading	3	Bane	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Bane	Asian	*	*	*	*	*	*	*	*
Reading	3	Bane	African Am.	13	0	0%	25%	25%	18	3	17%
Reading	3	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Bane	White	6	1	17%	25%	8%	*	*	*
Reading	3	Bane	Two or More	*	*	*	*	*	*	*	*
Reading	3	Bane	Eco. Dis.	103	12	12%	25%	13%	106	17	16%
Reading	3	Bane	LEP Current	59	3	5%	25%	20%	29	2	7%
Reading	3	Bane	At-Risk	102	9	9%	25%	16%	97	14	14%
Reading	3	Bane	SPED	12	1	8%	25%	17%	16	1	6%
Reading	4	Bane	All	101	6	6%	25%	19%	113	27	24%
Reading	4	Bane	Hispanic	81	6	7%	25%	18%	81	19	23%
Reading	4	Bane	Am. Indian	*	*	*	*	*	6	3	50%
Reading	4	Bane	Asian	*	*	*	*	*	*	*	*
Reading	4	Bane	African Am.	14	0	0%	25%	25%	17	3	18%
Reading	4	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Bane	White	*	*	*	*	*	7	2	29%
Reading	4	Bane	Two or More	*	*	*	*	*	*	*	*
Reading	4	Bane	Eco. Dis.	89	6	7%	25%	18%	107	26	24%
Reading	4	Bane	LEP Current	50	1	2%	25%	23%	58	12	21%
Reading	4	Bane	At-Risk	73	5	7%	25%	18%	99	21	21%
Reading	4	Bane	SPED	20	0	0%	25%	25%	17	1	6%
Reading	5	Bane	All	130	19	15%	25%	10%	106	20	19%
Reading	5	Bane	Hispanic	110	15	14%	25%	11%	83	19	23%
Reading	5	Bane	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Bane	Asian	*	*	*	*	*	*	*	*
Reading	5	Bane	African Am.	17	4	24%	25%	1%	19	0	0%
Reading	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Bane	White	*	*	*	*	*	*	*	*
Reading	5	Bane	Two or More	*	*	*	*	*	*	*	*
Reading	5	Bane	Eco. Dis.	115	13	11%	25%	14%	101	20	20%
Reading	5	Bane	LEP Current	61	3	5%	25%	20%	56	7	13%
Reading	5	Bane	At-Risk	103	8	8%	25%	17%	95	16	17%
Reading	5	Bane	SPED	20	0	0%	25%	25%	16	0	0%

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	
					#	%				#	%
Science	5	Bane	All	130	4	3%	25%	22%	104	9	9%
Science	5	Bane	Hispanic	111	4	4%	25%	21%	82	9	11%
Science	5	Bane	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Bane	Asian	*	*	*	*	*	*	*	*
Science	5	Bane	African Am.	16	0	0%	25%	25%	18	0	0%
Science	5	Bane	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Bane	White	*	*	*	*	*	*	*	*
Science	5	Bane	Two or More	*	*	*	*	*	*	*	*
Science	5	Bane	Eco. Dis.	114	2	2%	25%	23%	99	9	9%
Science	5	Bane	LEP Current	60	1	2%	25%	23%	56	2	4%
Science	5	Bane	At-Risk	104	2	2%	25%	23%	93	8	9%
Science	5	Bane	SPED	20	0	0%	25%	25%	16	0	0%

**Bane**

**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 25% to 35% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
25%	27%	29%	32%	35%

**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		26%							25%		18%	27%	22%
2022	NA	28%	NA	NA	NA	NA	NA	NA	27%	NA	20%	29%	24%
2023	NA	30%	NA	NA	NA	NA	NA	NA	29%	NA	22%	31%	26%
2024	NA	33%	NA	NA	NA	NA	NA	NA	32%	NA	25%	34%	29%
2025	NA	36%	NA	NA	NA	NA	NA	NA	35%	NA	28%	37%	32%

**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 20% to 30% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
20%	22%	24%	27%	30%

**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		22%							20%		18%	22%	16%
2022	NA	24%	NA	NA	NA	NA	NA	NA	22%	NA	20%	24%	18%
2023	NA	26%	NA	NA	NA	NA	NA	NA	24%	NA	22%	26%	20%
2024	NA	29%	NA	NA	NA	NA	NA	NA	27%	NA	25%	29%	23%
2025	NA	32%	NA	NA	NA	NA	NA	NA	30%	NA	28%	32%	26%

# 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.