# Cypress-Fairbanks Independent School District

# Bang Elementary School

# 2021-2022 Campus Improvement Plan

# Mission Statement

At Bang Elementary, we are creating a legacy that supports students academically and emotionally.

# Vision

Cy-Fair I.S.D. Opportunity is Here

# Value Statement

PBIS Matrix -G.R.O.W.L.

Great Attitude, Respectful, Organized, Wise Choices, Leader

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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: Bang Elementary CPOC Team met in September to review the previous year's CIP and the progress made toward our strategies and goals. We analyzed many forms of data and feedback. After review of our progress and challenges, we met again in September to determine the most effective strategies we needed to implement as a team in order to meet the needs of Bang students.

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: Once completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our students that focus on building relationships, learning opportunities that require higher levels of engagement and retention of new learning. Our focus needs to be developing problem solving skills and creative thinking. We will maintain a focus on developing a strong foundation in number sense and literacy while also providing experiences for daily critical writing in all content areas. Through partnership with our staff, families and community, our goal is to close the gaps for our students as we meet the individual needs of our Bang students.

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 two apartment complexes that feed into Bang Elementary (Sugar Creek and Meadow Lands Apartments).

# Demographics

### Demographics Summary

Bang is a wonderful campus with a diverse population. Our mission is to create a legacy that supports students academically and emotionally. It is our mission to provide  a safe, learning environment that inspires students and staff to continually grow. We pride ourselves in providing differentiated staff development opportunities to build teaching capacity and enhance learning for our students. We believe home + school working together = students success.

### Demographics Strengths

Our demographics mirror CFISD.

# Student Achievement

**Student Achievement Strengths**

**Our 2020-2021 STAAR results revealed:**

1. Our AA population showed strengths in the following areas: 5th grade science-1st in cluster, 5th grade math-2nd in cluster, 4th grade math-1st in cluster

2. Our white population showed strengths in the following areas: 5th grade math and science were both 2nd in our cluster

3. Our Hispanic population showed strengths in the following areas: 5th grade math and science were both 1st in our cluster, 3rd grade math was 2nd in our cluster

4. Our ED population showed strengths in the following areas: 5th grade math was 1st in our cluster, 5th grade science was 2nd in our cluster

5. Our SPED population showed strengths in the following area: 3rd grade math was 2nd in our cluster

6. Our LEP population showed strengths in the following area: 5th grade math was 1st in our cluster.

7. 5th grade science excelled in the areas of Earth and Space as well as Matter and Energy compared to the other reporting categories.

**3rd grade:**

- 3rd grade readers showed greatest strength in Category 1 Understanding Across Genres at 79% including vocabulary development, understanding theme, and multiple genres such as poetry, fiction, and non-fiction
- 80% of third graders reporting in two or more races subgroup approached on their 2021 Reading test
- 61% of the 3rd grade LEP students who tested approached in Reading
- 34% of the Hispanic 3rd grade students who approached also met the standard on Reading
- 56% of the African-American students who approached also met the standard in Reading
- 79% of Bilingual 3rd grade students approached in Reading
- The Hispanic subgroup in Category 1 got 80% of these items correct in Understanding Across Genres scoring only 3% under the White subgroup
- Non-LEP students in their second year of monitoring got 86% of the items correct in Category 1 Understanding Across Genres

**4th grade:**

- Non-LEP monitored 3rd year students performed the highest across reporting categories at 84% (category 1), 82% (category 2) and 82%(category 3)
- 47% of the 4th graders who approached met the standard in Reading

- 46% of the 4th graders who met the standard in Reading mastered
- Hispanic subgroup performed the highest in Reading with 67% approaching
- 75% of Asian subgroup who approached mastered in Reading
- 41% of the 4th grade Economically Disadvantaged students who approached also met the standard
- 17% increase in LEP students Approaching from 2019 to 2021
- 24% increase year 3 monitored LEP students Mastering from 2019 to 2021

**5th grade:**

- 80% of 5th grade students Approached in Reading
- 75% of 5th grade students who Approached met the standard in Reading
- 70% of 5th grade students who Met the standard also Mastered
- 80% of Hispanic subgroup Approached in Reading
- 81% of Economically disadvantaged subgroup Approached in Reading
- 100% of LEP students monitoring year 2,3, and 4 Approached in Reading
- 47% of Hispanic subgroup who approached also Mastered in Reading
- Percentage of 5th graders Mastering increased 7% from 2019 to 2021
- 1% increase in Hispanic subgroup Approaching from 2019 to 2021
- 4% increase in Asian subgroup Approaching from 2019 to 2021
- 23% increase in LEP students Approaching from 2019 to 2021
- 21% increase in Asian students Mastering from 2019 to 2021
- 13% increase in White students Mastering from 2019 to 2021
- 15% increase in LEP students Mastering from 2019 to 2021
- 12% increase in SPED students Approaching from 2019 to 2021
- 16% increase in SPED students Meeting from 2019 to 2021

- 14% increase in SPED students Mastering from 2019 to 2021
- 90% of year four monitored LEP students Mastered

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Reading: Bang Elementary did not meet any of the 2021 CIP Target "Approaches" goals for 3rd, 4th, and 5th grade Reading. **Root Cause:** Reading: We need to provide opportunities for students to meet in small groups/guided reading groups.

**Problem Statement 2:** Writing: Students at Bang did not meet the 2021 "Approaches" CIP Target for 4th Grade Writing. **Root Cause:** Writing: Grammar instruction (Patterns of Power) was not consistently implemented across grade levels to ensure student understanding.

**Problem Statement 3:** Math:We did not meet our 2021 Target Goal for the Approaches level in 3rd, 4th or 5th grades. **Root Cause:** Math: A decrease in opportunities to differentiate instruction.

**Problem Statement 4:** Science: We did not meet our 2021 Target Goal for the Meets level in Science. **Root Cause:** Science: Teachers did have the opportunity to consistently meet in small groups based on formative data.

**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**

Student attendance at Bang continues to be a focus. We have attendance incentives and awards to enhance attendance. When students arrive late, they are greeted and walked to class.

**Restorative Practices**

We are a Positive Behavior Interventions and Support (P.B.I.S.) Campus with Level 1 and Level 2 teams. Our students are taught to demonstrate their (G.R.O.W.L.) Great Attitude, Respect, Organization, Wise Choices, and Leadership consistently.

Approximately 97% of our staff participates in the "Helping Us Grow Stronger" (H.U.G.S.) mentor program.

Multiple programs are implemented to help us with this goal such as:

- Project Safety
- Student of the Week
- Boys of Bang
- Book Club
- Garden Club
- Music Club
- Art Club
- Volleyball Club
- Girls & Pearls and Girls on the Run - Girls Empowerment Programs
- Ambassadors Program: provides leadership opportunities for students in 4th and 5th grade
- Daily Class Meetings
- Red Ribbon Week

Campus Safety

Our campus has implemented all-district safety protocols. We have created and implemented power points for safety drills and practicing campus safety. The campus sends letters, newsletters,video, and safety information. This campus is entering its seventh year of providing parents with a Friday call out at 5:00 pm through the school messenger system which often includes safety reminders.

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

**Problem Statement 1:** School Culture and Climate: The campus has a disproportionate number of office referrals for African American males. **Root Cause:** School Culture and Climate: Students are struggling to appropriately communicate their needs and teachers are struggling to prevent and de-escalate disruptions.

# Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention:

- Promote Healthy Practices
- Distribute GROWL Green Bucks to Recognize Staff
- School Wide recognition through weekly "Shout Out System"
- Increase team building activities through out the year.
- Provide ongoing training that supports working with students with unique needs.
- Maintain our school values through an organized system with lead mentors.
- PTO monthly rewards/treats
- Correlate "Teacher Appreciation" with their love language
- Increase opportunities for professional growth for para educators.
- Provide training for teachers and staff on working with difficult students.
- Utilize school wide data base to provide personalized rewards and treats.
- Provide support via "New Teacher Academy"

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Paraprofessionals and Teachers are more likely to be absent on a Monday or a Friday. **Root Cause:** Teacher/Paraprofessional Attendance: Some staff members don't realize the value in their daily attendance and it's impact on student learning.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Strengths**

Math:

5th grade exceeded the district for the February Benchmark

District: 62% proficient

Bang: 66% proficient

Science & Math:

Teachers were effective in pulling small groups to work with students who had gaps in their learning for math and science

Reading:

5th grade exceeded the district for the February Benchmark:

District:  66.3% proficient

Bang:  68.5% proficient

Writing:

Teachers were able to analyze checkpoint and benchmark data to effectively create small groups and reteach revising and editing strategies.

# Parent and Community Engagement

**Parent and Community Engagement Strengths**

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

Parent Survey data & attendance indicates positive feedback back for the following programs offered at Bang Elementary these include:

- Science and Technology Club
- Title I Parent Meetings
- Homeroom Parent Ambassadors
- Parent Volunteers
- Multicultural Night
- Family Math Night
- Family Reading Night
- Science Family Night
- 30th Anniversary Parent Team
- PTO Monthly Meetings
- Parent Monthly Meetings
- Student Showcase and Grade Level Performances
- Community Veteran's Daytime program
- Career Share & Tell
- Coffee with the Counselors

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent and Community Engagement: Parents are having difficulty navigating online learning, including Schoology. **Root Cause:** Parent and Community Engagement: Schoology is a new platform and many parents did not understand the expectations of CFISD Connect and using Schoology.

# 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

**Accountability Data**

- Student Achievement Domain

**Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

**Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

# 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.

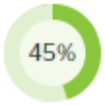
**Performance Objective 1:** Curriculum and Instruction & Accountability: By June 2021, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

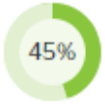
**Evaluation Data Sources:** STAAR Reading, Writing, Math and Science results

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 1:** Reading:<br><br>Teachers will receive additional training on how to implement guided reading, small groups and how to gather data to inform small group instruction with on campus students.<br><br>We will enhance the engagement in our reading classes.<br><br>We will utilize our IMA and RISE reading resources to support students.<br><br>We will utilize multiple digital library resources to support students.<br>We will utilize .5 reading support teacher, temporary worker (reading interventionist), and para educators to support struggling readers funded through Title I.<br>We will provide after school tutoring opportunities to help close the gap in reading.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs, Primary Coach, Teaching Staff<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math<br>**Funding Sources:** .5 Bilingual Reading support position - Title I - $42,918.29, 3 Para educator positions - Title I - $75,000, Teachers and Paras needed for after school tutoring. - Special Allotment: Compensatory Education - $1,500 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 2:** Writing:<br><br>Teachers will utilize weekly planning sessions to discuss questions for conferring with writers to utilize with to improve their compositions.<br><br>Teachers will utilize genre study stacks including digital copies for students throughout the writing process to promote deductive strategies for noticing, naming characteristics, and strengthening the writing cycle for writing compositions.<br><br>Teachers will submit formative and summative writing samples t campus administration for feedback to improve compositions, progress monitoring, and create reteaching plans.<br><br>We will discuss areas of growth and ways to address these needs during weekly planning and use the feedback to improve student compositions.<br><br>We will purchase materials and supplies to reinforce instruction using Title I and At Risk funding.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Principal, AP's, ISs', Primary Coach, teaching staff, paraprofessionals<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math<br>**Funding Sources:** Writing supplies for on campus learners. - Title I - $2,000, Closing the gap materials. - Special Allotment: Compensatory Education - $724 | 55% | 75% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 3:** Writing:<br><br>Teachers will focus on revising and editing instruction by addressing grammar skills using provided lessons through the Patterns of Power methodology and use common language across grade levels.<br><br>Teachers will attend professional development to improve revising and editing and written composition instruction.<br><br>We will purchase supplies to reinforce instruction utilizing Title I funding.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Principal, APs, IS, Primary Coach, teaching staff<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math<br>**Funding Sources:** Writing materials and supplies remote learners. - Title I - $1,000 | 50% | 70% | 100% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 4:** Math: Teachers will focus on analyzing data efficiently using formative assessments, Schoology data, and student daily work to drive instructional small groups.<br><br>We will enhance the engagement in our math classes for students.<br><br>Teachers will provide opportunities for students to engage in rigorous activities to promote critical thinking.<br><br>We will utilize a class size reduction teacher in 5th grade math to reduce the student teacher ratio.<br><br>We will purchase supplies to reinforce instruction funded by Title I.<br><br>We will utilize temporary workers to pull small groups of students to close the learning gap funded by Title I.<br><br>We will provide after school tutoring opportunities.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialist, Primary Coach, Testing Coordinator, and instructional teaching staff.<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math<br>**Funding Sources:** Math supplies for closing the gap tutoring - Title I - $1,000, 5th Grade Class Reduction Teacher - Special Allotment: Compensatory Education - $68,000, Temp Workers (Closing the gap tutoring) - Title I - $4,000, Teacher and Paras for after school tutoring - Special Allotment: Compensatory Education - $1,500 |  | | |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 5:** Science: Teachers will analyze formative data on a weekly basis and summative data at the end of each unit to drive small group instruction on a daily basis.<br><br>We will partner with Ready to Grow Gardens in order to provide hands on learning for our 2nd grade students funded through Title I.<br><br>We will enhance the rigor in science lessons for 2nd-5th grade.<br><br>We will purchase supplies to reinforce instruction.<br><br>Teachers will have focused planning time to discuss best practices for science lessons to engage students and carry out lesson plans as written.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialist, Primary Coach, Testing Coordinator, Instructional Teaching Staff<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6<br>**Funding Sources:** Science lab supplies and science materials. - Title I - $1,000, Ready Set Gardens - Title I - $6,300 |  | | |

| Strategy 6 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 6:** 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 small instructional groups daily from 8:10-8:40. The primary classes will focus targeted instruction on 80% guided reading and 20% math. The 3-5 grades will target phonics using game format, guided reading for struggling readers, choice board for on level students and they will focus on fact fluency and computation.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.<br>**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialist, Primary Coach, Testing Coordinator, Instructional Teaching Staff<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.5 | 65% | 70% | 100% |

| Strategy 7 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 7:** 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: Students will have the opportunity to be involved in Brain Lab and Cheerleading to extend their learning. Students can join extracurricular activities such as Music Club, Art Club, Volleyball Club, Garden Cub, Girls and Pearls, Reading Club, Technology Club, Boys of Bang, Science Club, Girls on the Run and Ambassadors. All students will participate in Red Ribbon Week, Kindness Week, and College Week.<br>**Strategy's Expected Result/Impact:** Students will learn responsibilities outside of the classroom that will carry over into the classroom. Student will gain knowledge of the world around them, outside of the classroom.<br>**Staff Responsible for Monitoring:** Clubs, Sponsors, Coaches, APs, Counselors<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6<br>**Funding Sources:** Reading Club Books and Materials - Title I - $400, Science Club Materials - Title I - $400, Technology Club Materials - Title I - $400, Art Club Materials - Title I - $300 | 50% | 65% | 100% |

| Strategy 8 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |

**Strategy 8:** Deepen understanding of and address specific academic needs of the African American, special education, economically disadvantaged and Hispanic student groups in an effort to address the needs of all students, particularly at-risk.

**Strategy's Expected Result/Impact:** Title I Campuses: Close the achievement gap for African American, special education, economically disadvantaged, and Hispanic subgroups to meet or exceed the campus targets.

1. Salaries:
*The two behavior interventionists will assist in ensuring the social emotional needs of our students are met.
*. 5 Bil/ESL Reading Support Teacher- will work in small groups with bilingual and ESL students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.
*The three paraeducators will assist students in kindergarten, second and fourth grade through small group interventions to assist in meeting or exceeding targets attached CIP target table.
*.5 primary instructional coach will assist with ensuring our primary students meet or exceed their instructional goals.

2. Temporary Workers - will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.

3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

4. Instructional Supplies:
* Paper and Laminate - Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students.

* Poster maker paper supplies-will be used to create instructional posters and materials to meet the need of students.
*Student instructional supplies to assist in the delivery of instruction for both small group intervention groups and closing the gap so that we may better meet the needs of all learners.

5. Contracted Services-the contracted garden lessons are delivered to assist in meeting or exceeding targets on the attached CIP target table in math and science.

6. Extra Duty Pay-assist students by providing extended day tutoring and camps in to help students meet or exceed the CIP targets for growth.

7. Staff Registration ESC-dyslexia teachers will attend Region IV conference to help the students they serve meet or exceed their target goals.
8. Library Books-support students with increasing reading levels and assist with meeting and exceeding targets on the attached CIP target table in reading.

**Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff

**Schoolwide and Targeted Assistance Title I Elements:** 2.6

**Funding Sources:** 3-Para Educators - Title I - $72,360.26, .5 Bil/ESL Reading Support Teacher - Title I - $42,918.29, 2-Behavior Specialists - Title I - $166,402.98, Master Garden Lessons - Title I - $6,300, Temporary Worker - Title I - $10,000, Extra Duty Pay - Title I - $5,161, ESC Staff Registration - Title I - $300, Instructional Supplies - Title I - $21,800, PAFE Supplies - Title I -

| | | | |
|---|---|---|---|
| $3,000, .5 Primary Coach - Title I, After School Tutoring/Camps (extra duty pay) - Title I - $5,161 | 45% | 60% | 90% |

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.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 1:** Extended Day Learning #1: We will pay teachers to tutor after school.<br>**Strategy's Expected Result/Impact:** By the January Diagnostic Test, students regularly attending tutoring twice weekly will have a 15% increase in their base score and another 15% by end of year. Our students will also increase their IRL monthly and bi-monthly according to the Jenifer Seravallo increase suggestions.<br>**Staff Responsible for Monitoring:** Principal.<br><br>**Funding Sources:** Afterschool Tutors - ESSER III - $15,000 | 50% | 65% | 95% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 2:** Staffing #1: Class Size Reduction Teacher: We will reduce our class sizes in 4th grade by adding a teacher.<br>**Strategy's Expected Result/Impact:** By the end of the 2021-2022 school year, the approaches passing rate for 4th grade Reading and Math STAAR will increase by 20% per their 3rd grade rate of 66/52% respectively .<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** Class Size Reduction Teacher - ESSER III - $70,000 | 50% | 65% | 80% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 3:** Closing the Gap Time: We will hire a part time interventionist to pull students based on beginning of the year data needs.<br>**Strategy's Expected Result/Impact:** Our students will increase their IRL monthly and bi-monthly according to the Jenifer Seravallo increase suggestions. By May 2022, students will increase their DPM scores by 15%<br>**Staff Responsible for Monitoring:** Principal, ELA IS, APs<br><br>**Funding Sources:** Reading Interventionist - ESSER III - $15,000 | 65% | 75% | 90% |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 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 | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 1:** Provide additional academic support for at-risk students.<br>**Strategy's Expected Result/Impact:** Meet or exceed the STAAR targets on the attached data table<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** Supplies and Extra Duty - Special Allotment: Compensatory Education - $3,724 | 40% | 65% | 100% |



No Progress

Accomplished

Continue/Modify

Discontinue

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

**Performance Objective 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
Implement all Lead Safely protocols

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 1:** Campus Safety: 100% of Bang staff and students will implement and follow all Lead Safely guidelines and protocols. Behavior interventionists will assist with the 100% implementation of the Bang safety plan..<br>**Strategy's Expected Result/Impact:** Staff and students will stay healthy and be able to attend school.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, BI's Nurse<br><br>**Funding Sources:** BI's Staff - Title I - $166,409.98 | 50% | 75% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 2:** Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.<br>**Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers | 100% | 100% | 100% |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 2:** Student Attendance: By the end of the 2021-22 school year, student attendance will be at 99%.

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 1:** Student Attendance On-Campus: We will maintain 97% or higher attendance rate for the year through class and school wide recognition celebrations. Weekly reminders will be sent through electronic forms of communication and staff calls to parents.<br>**Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 97% by May, 2022.<br>**Staff Responsible for Monitoring:** Attendance Secretary, Principal, Teachers, APs, Counselors, and Behavior Intervenionist | 40% | 40% | 85% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 2:** Student Attendance Remote: We will maintain 97% or higher attendance rate for the year through class and school wide recognition celebrations. Weekly reminders will be sent through electronic forms of communication and staff calls to parents.<br>**Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 97%.<br>**Staff Responsible for Monitoring:** Attendance Secretary, Teachers, Assistant Principals, Counselors, Behavior Interventionists, Principal | 40% | 45% | 75% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 3:** Identify homeless students and provide the necessary services to support student services.<br>**Strategy's Expected Result/Impact:** 100% of homeless students will be identified and provided the necessary services.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Registrar, Counselors, IS', Teachers, Paraprofessionals | 100% | 100% | 100% |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

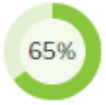
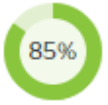
**Goal 2:** Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 3:** Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

**Evaluation Data Sources:** Discipline reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 1:** Restorative Discipline: Students will participate in various small group counseling/lunch bunch groups for support and behavior skills. Provide training for teachers on working with difficult students.<br>All staff participated in Discipline with Dignity book study for CTE hours this year. Teachers will participate in book studies for Hacking School Discipline, Hacking Classroom Management, and Emotional Poverty.<br>**Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 15%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionist | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 2:** In School Suspensions for SPED/African-American students will decrease by 15%. In school suspensions will be reduced through conducting goal setting meetings, increasing virtual parent involvement, positive reinforcement/student incentives, and daily student check-ins.<br><br>We will purchase supplies to reinforce instruction and PBIS needs.<br>**Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will be reduced by 15%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionists<br><br>**Funding Sources:** Student Incentives - Title I - $600 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 3:** Out of School Suspensions: Out of school suspensions will be reduced though conducting goal setting meetings, increasing virtual parent involvement, positive reinforcement, and daily student check-ins.<br>**Strategy's Expected Result/Impact:** Out of school suspensions will be reduced by 15%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Behavior Interventionists |  | |  |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 4:** Special Opportunity School (SOS) Placements: Reduce SOS Placements by training teachers with AA boys, Kid's Deserve IT, PBIS II team, Book studies and other professional development, and the purchase of PBIS Reward System utilizing Title I funding.<br>**Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of African American students will be reduced by 15%.<br>**Staff Responsible for Monitoring:** Principal, APs, BIs, Counselors<br><br>**Funding Sources:** PBIS Reward System - Title I - $2,300 | 60% | 100% | 100% |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 5:** Violence Prevention: Bang will continue to have 0% violent incidents because we utilize two behavior interventionists, a PBIS Rewards system, Code of Conduct Safety SAM meetings, and provide counseling support to students via guidance lessons, social skills lessons, individual and group counseling sessions, behavior resets, PALS program, HUGS buddy program, Boys of Bang club and Girls in Pearls program.<br>**Strategy's Expected Result/Impact:** Violent incidents will continue to be 0%<br>**Staff Responsible for Monitoring:** Principal, APs, BIs, Counselors | 100% | 100% | 100% |

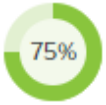
| Strategy 6 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 6:** Provide teachers with opportunities to attend professional development through Student Services for Restorative Practices, Classroom Management, and Self and Social Awareness.<br><br>Provide Sibme coaching, modeling, feedback and engage in discussions with teachers who have three years experience or less with BIs and APs.<br>**Strategy's Expected Result/Impact:** Discipline referrals will decrease due to the strong relationships teachers have built with their students<br><br>Out of school suspensions will be reduced by 15%<br><br>SOS placement will be reduced by 35%<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Interventionists, and Counselors. | 50% | 75% | 95% |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 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 | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 1:** A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.<br>**Strategy's Expected Result/Impact:** Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.<br>**Staff Responsible for Monitoring:** CSHAC Team | |  | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 10%.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 1:** We will provide a campus incentive to all staff who have perfect attendance each nine weeks.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal, Assistance Principals<br><br>**TEA Priorities:** Recruit, support, retain teachers and principals | Nov | Feb | May |
| | 20% | 30% | 60% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 2:** Our staff will honor colleagues through the use of our PBIS Teacher reward system.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Principals. Assistance Principals<br><br>**TEA Priorities:** Recruit, support, retain teachers and principals | Nov | Feb | May |
| | 20% | 45% | 85% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 3:** Our staff will participate in "Fun First Friday" team building games before school. Small prizes will be awarded.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals<br><br>**TEA Priorities:** Recruit, support, retain teachers and principals | Nov | Feb | May |
| | 55% | 75% | 100% |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 4:** PTO provides monthly staff appreciation treats, small gifts and lunches through out the year.<br>**Strategy's Expected Result/Impact:** Teachers/paraprofessionals attendance will increase 10%<br>**Staff Responsible for Monitoring:** Principals and Assistant Principals<br><br>**TEA Priorities:** Recruit, support, retain teachers and principals | Nov | Feb | May |
| | 65% | 65% | 100% |

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

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

**Performance Objective 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
Sibme Coaching
CF-TESS Data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 1:** High-Quality Professional Development: Teachers will attend professional development on CF-Tess, and classroom management as needed.<br>**Strategy's Expected Result/Impact:** by the end of the 2021-22 school year, 100% of new teachers will complete assigned professional development as needed.<br>**Staff Responsible for Monitoring:** Principal, APs, ISs<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals | 65% | 70% | 80% |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 1:** By the end of the 2021-22 school year, parent and family engagement will increase by 10%.

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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 1:** Parent and Family Engagement: We will utilize social media, Remind, Bang newsletters, weekly messenger calls from the principal, campus website, and flyers to communicate opportunities to visit and volunteer on our campus.<br>**Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%.<br>**Staff Responsible for Monitoring:** Principal, Campus Secretary, IS's<br><br>**Funding Sources:** Family Engagement Materials - Title I - $4,559 | 90% | 95% | 95% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 2:** Title I Campus:<br><br>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.<br><br>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; Sugar Creek and Meadowlands Apartments.<br>**Strategy's Expected Result/Impact:** 100% of parents and family members will have access to the Parent and Family Engagement Policy.<br>**Staff Responsible for Monitoring:** Principal, APs, Title I Campus Liaison and Campus Secretary<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 3.1 | 60% | 70% | 85% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Feb | May |
| **Strategy 3:** Title I Campus:<br><br>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. List includes parent meetings on September 21, October 6, November 6, November 16, December 1, December 3, January 5, February 2, February 22, March 2, March 8, March 29, April 13, and May 4.<br>**Strategy's Expected Result/Impact:** Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times.<br>**Staff Responsible for Monitoring:** Principal, ISs, APs and Admin Secretary<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 3.2 | 50% | 70% | 85% |

 No Progress Accomplished Continue/Modify Discontinue

# State Compensatory

## Budget for Bang Elementary School

**Total SCE Funds:** $68,000.00
**Total FTEs Funded by SCE:** 4
**Brief Description of SCE Services and/or Programs**

To increase learning opportunities we have 5th class size reduction teacher.

## Personnel for Bang Elementary School

| Name | Position | FTE |
|---|---|---|
| 1 position | Teacher | 1 |
| 1 position | Testing Coordinator | 1 |
| 1 position | Core Content Area Coach | 1 |
| 4 positions | Reaching Enrichment/SGRI Teacher | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Staff | Support Teacher | Bilingual/ESL Reading | .5 |
| Staff | Interventionist | Behavior | 1 |
| Staff | Instructional Coach | Primary | .5 |
| Staff | Interventionist | Behavior | 1 |
| Staff | Paraprofessional | Bilingual Classroom Aide | 1 |
| Staff | Paraprofessional | Bilingual Classroom Aide | 1 |
| Staff | Paraprofessional | Classroom Aide | 1 |

# Campus Funding Summary

| ESSER III | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | Afterschool Tutors | | $15,000.00 |
| 1 | 2 | 2 | Class Size Reduction Teacher | | $70,000.00 |
| 1 | 2 | 3 | Reading Interventionist | | $15,000.00 |
| | | | | **Sub-Total** | $100,000.00 |

| Title I | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | .5 Bilingual Reading support position | | $42,918.29 |
| 1 | 1 | 1 | 3 Para educator positions | | $75,000.00 |
| 1 | 1 | 2 | Writing supplies for on campus learners. | | $2,000.00 |
| 1 | 1 | 3 | Writing materials and supplies remote learners. | | $1,000.00 |
| 1 | 1 | 4 | Temp Workers (Closing the gap tutoring) | | $4,000.00 |
| 1 | 1 | 4 | Math supplies for closing the gap tutoring | | $1,000.00 |
| 1 | 1 | 5 | Science lab supplies and science materials. | | $1,000.00 |
| 1 | 1 | 5 | Ready Set Gardens | | $6,300.00 |
| 1 | 1 | 7 | Science Club Materials | | $400.00 |
| 1 | 1 | 7 | Reading Club Books and Materials | | $400.00 |
| 1 | 1 | 7 | Technology Club Materials | | $400.00 |
| 1 | 1 | 7 | Art Club Materials | | $300.00 |
| 1 | 1 | 8 | After School Tutoring/Camps (extra duty pay) | | $5,161.00 |
| 1 | 1 | 8 | PAFE Supplies | | $3,000.00 |
| 1 | 1 | 8 | .5 Bil/ESL Reading Support Teacher | | $42,918.29 |
| 1 | 1 | 8 | .5 Primary Coach | | $0.00 |
| 1 | 1 | 8 | Extra Duty Pay | | $5,161.00 |
| 1 | 1 | 8 | Instructional Supplies | | $21,800.00 |
| 1 | 1 | 8 | 2-Behavior Specialists | | $166,402.98 |
| 1 | 1 | 8 | Temporary Worker | | $10,000.00 |
| 1 | 1 | 8 | 3-Para Educators | | $72,360.26 |

| Title I | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 8 | ESC Staff Registration | | $300.00 |
| 1 | 1 | 8 | Master Garden Lessons | | $6,300.00 |
| 2 | 1 | 1 | BI's Staff | | $166,409.98 |
| 2 | 3 | 2 | Student Incentives | | $600.00 |
| 2 | 3 | 4 | PBIS Reward System | | $2,300.00 |
| 4 | 1 | 1 | Family Engagement Materials | | $4,559.00 |
| | | | | **Sub-Total** | $641,990.80 |

| Special Allotment: Compensatory Education | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Teachers and Paras needed for after school tutoring. | | $1,500.00 |
| 1 | 1 | 2 | Closing the gap materials. | | $724.00 |
| 1 | 1 | 4 | Teacher and Paras for after school tutoring | | $1,500.00 |
| 1 | 3 | 1 | Supplies and Extra Duty | | $3,724.00 |
| | | | | **Sub-Total** | $7,448.00 |

| Special Allotment: Compensatory Education | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 4 | 5th Grade Class Reduction Teacher | | $68,000.00 |
| | | | | **Sub-Total** | $68,000.00 |

# 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 | Bang | All | 136 | 70 | 51% | 70% | 19% | 130 | 84 | 65% |
| Math | 3 | Bang | Hispanic | 62 | 30 | 48% | 70% | 22% | 59 | 40 | 68% |
| Math | 3 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 3 | Bang | Asian | 9 | 7 | 78% | 78% | 0% | 10 | 8 | 80% |
| Math | 3 | Bang | African Am. | 35 | 14 | 40% | 70% | 30% | 31 | 13 | 42% |
| Math | 3 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 3 | Bang | White | 22 | 16 | 73% | 73% | 0% | 23 | 17 | 74% |
| Math | 3 | Bang | Two or More | 5 | 1 | 20% | 70% | 50% | 7 | 6 | 86% |
| Math | 3 | Bang | Eco. Dis. | 103 | 48 | 47% | 70% | 23% | 97 | 62 | 64% |
| Math | 3 | Bang | LEP Current | 29 | 15 | 52% | 70% | 18% | 25 | 17 | 68% |
| Math | 3 | Bang | At-Risk | 91 | 39 | 43% | 70% | 27% | 77 | 42 | 55% |
| Math | 3 | Bang | SPED | 8 | 3 | 38% | 70% | 32% | 21 | 10 | 48% |
| Math | 4 | Bang | All | 126 | 59 | 47% | 70% | 23% | 146 | 95 | 65% |
| Math | 4 | Bang | Hispanic | 67 | 31 | 46% | 70% | 24% | 76 | 50 | 66% |
| Math | 4 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 4 | Bang | Asian | 7 | 5 | 71% | 78% | 7% | 10 | 8 | 80% |
| Math | 4 | Bang | African Am. | 29 | 10 | 34% | 70% | 36% | 36 | 22 | 61% |
| Math | 4 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 4 | Bang | White | 18 | 12 | 67% | 76% | 9% | 18 | 11 | 61% |
| Math | 4 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Math | 4 | Bang | Eco. Dis. | 96 | 40 | 42% | 70% | 28% | 104 | 65 | 63% |
| Math | 4 | Bang | LEP Current | 26 | 7 | 27% | 70% | 43% | 30 | 15 | 50% |
| Math | 4 | Bang | At-Risk | 49 | 22 | 45% | 70% | 25% | 98 | 53 | 54% |
| Math | 4 | Bang | SPED | 7 | 1 | 14% | 70% | 56% | 17 | 4 | 24% |
| Math | 5 | Bang | All | 123 | 90 | 73% | 75% | 2% | 123 | 99 | 80% |
| Math | 5 | Bang | Hispanic | 59 | 46 | 78% | 78% | 0% | 65 | 54 | 83% |
| Math | 5 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 5 | Bang | Asian | 7 | 6 | 86% | 86% | 0% | 6 | 6 | 100% |
| Math | 5 | Bang | African Am. | 29 | 16 | 55% | 70% | 15% | 29 | 21 | 72% |
| Math | 5 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 5 | Bang | White | 23 | 20 | 87% | 87% | 0% | 18 | 15 | 83% |
| Math | 5 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Math | 5 | Bang | Eco. Dis. | 82 | 57 | 70% | 70% | 0% | 89 | 72 | 81% |
| Math | 5 | Bang | LEP Current | 18 | 11 | 61% | 70% | 9% | 30 | 22 | 73% |
| Math | 5 | Bang | At-Risk | 78 | 52 | 67% | 70% | 3% | 101 | 80 | 79% |
| Math | 5 | Bang | SPED | 11 | 6 | 55% | 70% | 15% | 9 | 1 | 11% |

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 | Bang | All | 135 | 89 | 66% | 75% | 9% | 130 | 92 | 71% |
| Reading | 3 | Bang | Hispanic | 61 | 41 | 67% | 75% | 8% | 59 | 43 | 73% |
| Reading | 3 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 3 | Bang | Asian | 9 | 6 | 67% | 75% | 8% | 10 | 7 | 70% |
| Reading | 3 | Bang | African Am. | 35 | 18 | 51% | 70% | 19% | 31 | 17 | 55% |
| Reading | 3 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 3 | Bang | White | 22 | 17 | 77% | 85% | 8% | 23 | 19 | 83% |
| Reading | 3 | Bang | Two or More | 5 | 4 | 80% | 87% | 7% | 7 | 6 | 86% |
| Reading | 3 | Bang | Eco. Dis. | 102 | 60 | 59% | 70% | 11% | 97 | 68 | 70% |
| Reading | 3 | Bang | LEP Current | 28 | 17 | 61% | 70% | 9% | 25 | 18 | 72% |
| Reading | 3 | Bang | At-Risk | 90 | 51 | 57% | 70% | 13% | 77 | 47 | 61% |
| Reading | 3 | Bang | SPED | 8 | 3 | 38% | 70% | 32% | 21 | 8 | 38% |
| Reading | 4 | Bang | All | 126 | 79 | 63% | 70% | 7% | 146 | 106 | 73% |
| Reading | 4 | Bang | Hispanic | 67 | 45 | 67% | 75% | 8% | 76 | 56 | 74% |
| Reading | 4 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 4 | Bang | Asian | 7 | 4 | 57% | 70% | 13% | 10 | 8 | 80% |
| Reading | 4 | Bang | African Am. | 29 | 17 | 59% | 70% | 11% | 36 | 26 | 72% |
| Reading | 4 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 4 | Bang | White | 18 | 11 | 61% | 70% | 9% | 18 | 11 | 61% |
| Reading | 4 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Reading | 4 | Bang | Eco. Dis. | 96 | 56 | 58% | 70% | 12% | 104 | 72 | 69% |
| Reading | 4 | Bang | LEP Current | 26 | 11 | 42% | 70% | 28% | 30 | 20 | 67% |
| Reading | 4 | Bang | At-Risk | 49 | 29 | 59% | 70% | 11% | 98 | 66 | 67% |
| Reading | 4 | Bang | SPED | 7 | 1 | 14% | 70% | 56% | 17 | 3 | 18% |
| Reading | 5 | Bang | All | 119 | 95 | 80% | 85% | 5% | 123 | 103 | 84% |
| Reading | 5 | Bang | Hispanic | 56 | 45 | 80% | 85% | 5% | 65 | 54 | 83% |
| Reading | 5 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 5 | Bang | Asian | 7 | 6 | 86% | 90% | 4% | 6 | 5 | 83% |
| Reading | 5 | Bang | African Am. | 29 | 21 | 72% | 80% | 8% | 29 | 25 | 86% |
| Reading | 5 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 5 | Bang | White | 22 | 20 | 91% | 98% | 7% | 18 | 16 | 89% |
| Reading | 5 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Reading | 5 | Bang | Eco. Dis. | 79 | 64 | 81% | 87% | 6% | 89 | 75 | 84% |
| Reading | 5 | Bang | LEP Current | 18 | 12 | 67% | 75% | 8% | 30 | 20 | 67% |
| Reading | 5 | Bang | At-Risk | 76 | 57 | 75% | 82% | 7% | 101 | 83 | 82% |
| Reading | 5 | Bang | SPED | 11 | 5 | 45% | 70% | 25% | 9 | 2 | 22% |

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 | Bang | All | 117 | 83 | 71% | 76% | 5% | 123 | 89 | 72% |
| Science | 5 | Bang | Hispanic | 56 | 41 | 73% | 75% | 2% | 65 | 50 | 77% |
| Science | 5 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 5 | Bang | Asian | 7 | 5 | 71% | 75% | 4% | 6 | 6 | 100% |
| Science | 5 | Bang | African Am. | 25 | 17 | 68% | 75% | 7% | 29 | 17 | 59% |
| Science | 5 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 5 | Bang | White | 22 | 19 | 86% | 86% | 0% | 18 | 14 | 78% |
| Science | 5 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Science | 5 | Bang | Eco. Dis. | 79 | 52 | 66% | 70% | 4% | 89 | 63 | 71% |
| Science | 5 | Bang | LEP Current | 18 | 9 | 50% | 70% | 20% | 30 | 18 | 60% |
| Science | 5 | Bang | At-Risk | 76 | 47 | 62% | 70% | 8% | 101 | 71 | 70% |
| Science | 5 | Bang | SPED | 11 | 5 | 45% | 70% | 25% | 9 | 2 | 22% |

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 | Bang | All | 126 | 35 | 28% | 28% | 0% | 146 | 46 | 32% |
| Math | 4 | Bang | Hispanic | 67 | 15 | 22% | 22% | 0% | 76 | 21 | 28% |
| Math | 4 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 4 | Bang | Asian | 7 | 3 | 43% | 43% | 0% | 10 | 6 | 60% |
| Math | 4 | Bang | African Am. | 29 | 6 | 21% | 21% | 0% | 36 | 9 | 25% |
| Math | 4 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 4 | Bang | White | 18 | 10 | 56% | 56% | 0% | 18 | 8 | 44% |
| Math | 4 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Math | 4 | Bang | Eco. Dis. | 96 | 19 | 20% | 20% | 0% | 104 | 25 | 24% |
| Math | 4 | Bang | LEP Current | 26 | 4 | 15% | 15% | 0% | 30 | 4 | 13% |
| Math | 4 | Bang | At-Risk | 49 | 12 | 24% | 24% | 0% | 98 | 19 | 19% |
| Math | 4 | Bang | SPED | 7 | 1 | 14% | 24% | 10% | 17 | 1 | 6% |
| Math | 5 | Bang | All | 123 | 51 | 41% | 41% | 0% | 123 | 55 | 45% |
| Math | 5 | Bang | Hispanic | 59 | 25 | 42% | 42% | 0% | 65 | 26 | 40% |
| Math | 5 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 5 | Bang | Asian | 7 | 5 | 71% | 71% | 0% | 6 | 6 | 100% |
| Math | 5 | Bang | African Am. | 29 | 9 | 31% | 31% | 0% | 29 | 11 | 38% |
| Math | 5 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 5 | Bang | White | 23 | 11 | 48% | 48% | 0% | 18 | 11 | 61% |
| Math | 5 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Math | 5 | Bang | Eco. Dis. | 82 | 30 | 37% | 37% | 0% | 89 | 38 | 43% |
| Math | 5 | Bang | LEP Current | 18 | 5 | 28% | 28% | 0% | 30 | 10 | 33% |
| Math | 5 | Bang | At-Risk | 78 | 27 | 35% | 35% | 0% | 101 | 40 | 40% |
| Math | 5 | Bang | SPED | 11 | 2 | 18% | 26% | 8% | 9 | 0 | 0% |
| Reading | 4 | Bang | All | 126 | 37 | 29% | 36% | 7% | 146 | 66 | 45% |
| Reading | 4 | Bang | Hispanic | 67 | 17 | 25% | 36% | 11% | 76 | 36 | 47% |
| Reading | 4 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 4 | Bang | Asian | 7 | 4 | 57% | 65% | 8% | 10 | 6 | 60% |
| Reading | 4 | Bang | African Am. | 29 | 4 | 14% | 20% | 6% | 36 | 12 | 33% |
| Reading | 4 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 4 | Bang | White | 18 | 10 | 56% | 56% | 0% | 18 | 8 | 44% |
| Reading | 4 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Reading | 4 | Bang | Eco. Dis. | 96 | 23 | 24% | 25% | 1% | 104 | 43 | 41% |
| Reading | 4 | Bang | LEP Current | 26 | 2 | 8% | 20% | 12% | 30 | 12 | 40% |
| Reading | 4 | Bang | At-Risk | 49 | 11 | 22% | 22% | 0% | 98 | 30 | 31% |
| Reading | 4 | Bang | SPED | 7 | 0 | 0% | 13% | 13% | 17 | 2 | 12% |

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 | Bang | All | 119 | 64 | 54% | 54% | 0% | 123 | 68 | 55% |
| Reading | 5 | Bang | Hispanic | 56 | 31 | 55% | 55% | 0% | 65 | 37 | 57% |
| Reading | 5 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 5 | Bang | Asian | 7 | 4 | 57% | 60% | 3% | 6 | 3 | 50% |
| Reading | 5 | Bang | African Am. | 29 | 11 | 38% | 30% | -8% | 29 | 15 | 52% |
| Reading | 5 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 5 | Bang | White | 22 | 17 | 77% | 77% | 0% | 18 | 11 | 61% |
| Reading | 5 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Reading | 5 | Bang | Eco. Dis. | 79 | 38 | 48% | 48% | 0% | 89 | 49 | 55% |
| Reading | 5 | Bang | LEP Current | 18 | 7 | 39% | 39% | 0% | 30 | 11 | 37% |
| Reading | 5 | Bang | At-Risk | 76 | 37 | 49% | 49% | 0% | 101 | 52 | 51% |
| Reading | 5 | Bang | SPED | 11 | 4 | 36% | 36% | 0% | 9 | 0 | 0% |
| Science | 5 | Bang | All | 117 | 37 | 32% | 35% | 3% | 123 | 47 | 38% |
| Science | 5 | Bang | Hispanic | 56 | 18 | 32% | 35% | 3% | 65 | 22 | 34% |
| Science | 5 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 5 | Bang | Asian | 7 | 1 | 14% | 25% | 11% | 6 | 4 | 67% |
| Science | 5 | Bang | African Am. | 25 | 4 | 16% | 24% | 8% | 29 | 9 | 31% |
| Science | 5 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 5 | Bang | White | 22 | 14 | 64% | 65% | 1% | 18 | 12 | 67% |
| Science | 5 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Science | 5 | Bang | Eco. Dis. | 79 | 21 | 27% | 30% | 3% | 89 | 30 | 34% |
| Science | 5 | Bang | LEP Current | 18 | 4 | 22% | 27% | 5% | 30 | 5 | 17% |
| Science | 5 | Bang | At-Risk | 76 | 20 | 26% | 29% | 3% | 101 | 33 | 33% |
| Science | 5 | Bang | SPED | 11 | 3 | 27% | 30% | 3% | 9 | 2 | 22% |

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 | Bang | All | 136 | 6 | 4% | 14% | 10% | 130 | 13 | 10% |
| Math | 3 | Bang | Hispanic | 62 | 1 | 2% | 12% | 10% | 59 | 3 | 5% |
| Math | 3 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 3 | Bang | Asian | 9 | 2 | 22% | 22% | 0% | 10 | 3 | 30% |
| Math | 3 | Bang | African Am. | 35 | 1 | 3% | 13% | 10% | 31 | 2 | 6% |
| Math | 3 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 3 | Bang | White | 22 | 1 | 5% | 15% | 10% | 23 | 5 | 22% |
| Math | 3 | Bang | Two or More | 5 | 0 | 0% | 12% | 12% | 7 | 0 | 0% |
| Math | 3 | Bang | Eco. Dis. | 103 | 2 | 2% | 12% | 10% | 97 | 9 | 9% |
| Math | 3 | Bang | LEP Current | 29 | 0 | 0% | 12% | 12% | 25 | 0 | 0% |
| Math | 3 | Bang | At-Risk | 91 | 4 | 4% | 10% | 6% | 77 | 3 | 4% |
| Math | 3 | Bang | SPED | 8 | 0 | 0% | 10% | 10% | 21 | 1 | 5% |
| Math | 4 | Bang | All | 126 | 15 | 12% | 20% | 8% | 146 | 22 | 15% |
| Math | 4 | Bang | Hispanic | 67 | 4 | 6% | 16% | 10% | 76 | 7 | 9% |
| Math | 4 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 4 | Bang | Asian | 7 | 3 | 43% | 43% | 0% | 10 | 6 | 60% |
| Math | 4 | Bang | African Am. | 29 | 2 | 7% | 14% | 7% | 36 | 4 | 11% |
| Math | 4 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 4 | Bang | White | 18 | 5 | 28% | 30% | 2% | 18 | 3 | 17% |
| Math | 4 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Math | 4 | Bang | Eco. Dis. | 96 | 7 | 7% | 16% | 9% | 104 | 13 | 13% |
| Math | 4 | Bang | LEP Current | 26 | 2 | 8% | 14% | 6% | 30 | 2 | 7% |
| Math | 4 | Bang | At-Risk | 49 | 4 | 8% | 14% | 6% | 98 | 7 | 7% |
| Math | 4 | Bang | SPED | 7 | 1 | 14% | 15% | 1% | 17 | 0 | 0% |
| Math | 5 | Bang | All | 123 | 17 | 14% | 20% | 6% | 123 | 29 | 24% |
| Math | 5 | Bang | Hispanic | 59 | 7 | 12% | 20% | 8% | 65 | 15 | 23% |
| Math | 5 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 5 | Bang | Asian | 7 | 2 | 29% | 30% | 1% | 6 | 4 | 67% |
| Math | 5 | Bang | African Am. | 29 | 2 | 7% | 15% | 8% | 29 | 4 | 14% |
| Math | 5 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 5 | Bang | White | 23 | 6 | 26% | 30% | 4% | 18 | 6 | 33% |
| Math | 5 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Math | 5 | Bang | Eco. Dis. | 82 | 10 | 12% | 16% | 4% | 89 | 20 | 22% |
| Math | 5 | Bang | LEP Current | 18 | 0 | 0% | 10% | 10% | 30 | 7 | 23% |
| Math | 5 | Bang | At-Risk | 78 | 9 | 12% | 16% | 4% | 101 | 20 | 20% |
| Math | 5 | Bang | SPED | 11 | 0 | 0% | 10% | 10% | 9 | 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 | Bang | All | 135 | 19 | 14% | 20% | 6% | 130 | 35 | 27% |
| Reading | 3 | Bang | Hispanic | 61 | 8 | 13% | 19% | 6% | 59 | 10 | 17% |
| Reading | 3 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 3 | Bang | Asian | 9 | 2 | 22% | 28% | 6% | 10 | 3 | 30% |
| Reading | 3 | Bang | African Am. | 35 | 4 | 11% | 18% | 7% | 31 | 4 | 13% |
| Reading | 3 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 3 | Bang | White | 22 | 5 | 23% | 32% | 9% | 23 | 14 | 61% |
| Reading | 3 | Bang | Two or More | 5 | 0 | 0% | 12% | 12% | 7 | 4 | 57% |
| Reading | 3 | Bang | Eco. Dis. | 102 | 7 | 7% | 13% | 6% | 97 | 23 | 24% |
| Reading | 3 | Bang | LEP Current | 28 | 0 | 0% | 12% | 12% | 25 | 2 | 8% |
| Reading | 3 | Bang | At-Risk | 90 | 6 | 7% | 13% | 6% | 77 | 12 | 16% |
| Reading | 3 | Bang | SPED | 8 | 0 | 0% | 12% | 12% | 21 | 4 | 19% |
| Reading | 4 | Bang | All | 126 | 17 | 13% | 18% | 5% | 146 | 38 | 26% |
| Reading | 4 | Bang | Hispanic | 67 | 9 | 13% | 18% | 5% | 76 | 19 | 25% |
| Reading | 4 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 4 | Bang | Asian | 7 | 3 | 43% | 47% | 4% | 10 | 4 | 40% |
| Reading | 4 | Bang | African Am. | 29 | 0 | 0% | 12% | 12% | 36 | 8 | 22% |
| Reading | 4 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 4 | Bang | White | 18 | 5 | 28% | 32% | 4% | 18 | 6 | 33% |
| Reading | 4 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Reading | 4 | Bang | Eco. Dis. | 96 | 8 | 8% | 13% | 5% | 104 | 21 | 20% |
| Reading | 4 | Bang | LEP Current | 26 | 0 | 0% | 12% | 12% | 30 | 4 | 13% |
| Reading | 4 | Bang | At-Risk | 49 | 7 | 14% | 16% | 2% | 98 | 10 | 10% |
| Reading | 4 | Bang | SPED | 7 | 0 | 0% | 12% | 12% | 17 | 0 | 0% |
| Reading | 5 | Bang | All | 119 | 45 | 38% | 38% | 0% | 123 | 44 | 36% |
| Reading | 5 | Bang | Hispanic | 56 | 21 | 38% | 38% | 0% | 65 | 27 | 42% |
| Reading | 5 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 5 | Bang | Asian | 7 | 4 | 57% | 58% | 1% | 6 | 2 | 33% |
| Reading | 5 | Bang | African Am. | 29 | 8 | 28% | 30% | 2% | 29 | 7 | 24% |
| Reading | 5 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 5 | Bang | White | 22 | 11 | 50% | 52% | 2% | 18 | 7 | 39% |
| Reading | 5 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Reading | 5 | Bang | Eco. Dis. | 79 | 27 | 34% | 35% | 1% | 89 | 30 | 34% |
| Reading | 5 | Bang | LEP Current | 18 | 4 | 22% | 24% | 2% | 30 | 8 | 27% |
| Reading | 5 | Bang | At-Risk | 76 | 26 | 34% | 23% | -11% | 101 | 33 | 33% |
| Reading | 5 | Bang | SPED | 11 | 3 | 27% | 29% | 2% | 9 | 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 | Bang | All | 117 | 18 | 15% | 20% | 5% | 123 | 26 | 21% |
| Science | 5 | Bang | Hispanic | 56 | 8 | 14% | 19% | 5% | 65 | 14 | 22% |
| Science | 5 | Bang | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 5 | Bang | Asian | 7 | 1 | 14% | 20% | 6% | 6 | 3 | 50% |
| Science | 5 | Bang | African Am. | 25 | 1 | 4% | 12% | 8% | 29 | 1 | 3% |
| Science | 5 | Bang | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 5 | Bang | White | 22 | 8 | 36% | 37% | 1% | 18 | 8 | 44% |
| Science | 5 | Bang | Two or More | * | * | * | * | * | * | * | * |
| Science | 5 | Bang | Eco. Dis. | 79 | 9 | 11% | 15% | 4% | 89 | 14 | 16% |
| Science | 5 | Bang | LEP Current | 18 | 3 | 17% | 19% | 2% | 30 | 5 | 17% |
| Science | 5 | Bang | At-Risk | 76 | 10 | 13% | 17% | 4% | 101 | 19 | 19% |
| Science | 5 | Bang | SPED | 11 | 2 | 18% | 18% | 0% | 9 | 0 | 0% |

**Bang**

# 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 42% to 52% by June 2025.**

## Yearly Target Goals

| 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| 42% | 44% | 46% | 49% | 52% |

## 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 | 35% | 38% | 53% | | | | | | 35% | | 46% | 45% | 33% |
| 2022 | 37% | 40% | 55% | NA | NA | NA | NA | NA | 37% | NA | 48% | 47% | 35% |
| 2023 | 39% | 42% | 57% | NA | NA | NA | NA | NA | 39% | NA | 50% | 49% | 37% |
| 2024 | 42% | 45% | 60% | NA | NA | NA | NA | NA | 42% | NA | 53% | 52% | 40% |
| 2025 | 45% | 48% | 63% | NA | NA | NA | NA | NA | 45% | NA | 56% | 55% | 43% |

# 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 38% to 48% by June 2025.**

## Yearly Target Goals

| 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| 38% | 40% | 42% | 45% | 48% |

## 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% | 32% | 57% | | | | | | 32% | | 41% | 43% | 26% |
| 2022 | 28% | 34% | 59% | NA | NA | NA | NA | NA | 34% | NA | 43% | 45% | 28% |
| 2023 | 30% | 36% | 61% | NA | NA | NA | NA | NA | 36% | NA | 45% | 47% | 30% |
| 2024 | 33% | 39% | 64% | NA | NA | NA | NA | NA | 39% | NA | 48% | 50% | 33% |
| 2025 | 36% | 42% | 67% | NA | NA | NA | NA | NA | 42% | NA | 51% | 53% | 36% |

# 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.

Updated July 2020 / HB

# 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 C*ontinuum 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 ($2^{nd}$-$5^{th}$)
        - 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 or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in $2^{nd}$-$5^{th}$ 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, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital collaboration;
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
    - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
    - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

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

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize 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.