

Cypress-Fairbanks Independent School District

Fiest Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

Value Statement

Absolutely, Positively Students First!

Table of Contents

- Comprehensive Needs Assessment 4
 - Needs Assessment Overview 4
 - Student Achievement 5
 - School Culture and Climate 7
 - Staff Quality, Recruitment, and Retention 8
 - Parent and Community Engagement 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 12
 - 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. 13
 - Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 20
 - Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 25
 - Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 27
- State Compensatory 30
 - Budget for Fiest Elementary School 31
 - Personnel for Fiest Elementary School 31
- Title I Personnel 31
- 2021-2022 CPOC 32
- Campus Funding Summary 34

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:

- Data analysis
- Identify the problem
- Identification of contributing factors
- Determination of sphere of control
- Identification of a focus issue
- Determination of the "5 whys"
- Identification of a root cause.

The 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: Our teachers need to increase the active student engagement in their lessons to deepen the understanding of vocabulary, concepts and skills to develop the ability for practical application in all academic and non-academic areas.

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 the leasing office of the Circle at Point Park.

Student Achievement

Student Achievement Summary

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

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

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Targeted Support and Improvement in the following area(s): White (Academic Achievement Reading and Math, Student Success) and Asian (Academic Achievement Reading and Math, Student Success)

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

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

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

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

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

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

Student Achievement Strengths

The following student populations met or exceeded our campus targets for improvement in the Meets and Masters categories for state testing:

Math:

- 3rd Grade - Meets Grade Level Standards: African American, Economically Disadvantaged and Special Education
- 3rd Grade - Masters Grade Level Standards: Economically Disadvantaged
- 4th Grade - Meets Grade Level Standards: African American, and Special Educations
- 4th Grade - Masters Grade Level Standard: African American

Reading:

- 3rd Grade - Meets Grade Level Standards: All, African American, White, Economically Disadvantaged, LEP, and Special Education
- 3rd Grade Masters Grade Level Standards: All, Hispanic, African American, and Economically Disadvantaged
- 4th Grade Meets Grade Level Standards: All, Hispanic, African American, White, and LEP
- 4th Grade Masters Grade Level Standards: All, Hispanic, African American, and White
- 5th Grade Meets Grade Level Standards: Hispanic and LEP
- 5th Grade Masters Grade Level Standards: Hispanic

Writing:

- Meets Grade Level Standards: All, Hispanic, Special Education
- Masters Grade Level Standards: All, Hispanic and African American

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our African American, LEP, and special education student populations under performed in comparison to other student populations. **Root Cause:** Reading: Teachers need to facilitate cross-curricular discussions and strategy application.

Problem Statement 2: Writing: Our LEP student population consistently performs below grade level standard. **Root Cause:** Writing: Teachers need to focus on mechanics and grammar skills to develop and revise a written composition.

Problem Statement 3: Math: The economically disadvantaged and LEP student populations are not performing at or above grade level standards in comparison to other student populations in each grade level. **Root Cause:** Math: Teachers need to prepare for rigorous questions to build critical thinking and activities to build number sense.

Problem Statement 4: Science: The economically disadvantaged student population is not performing to grade level standards. **Root Cause:** Science: Teachers need to plan and prepare for rigorous questioning, more hands-on activities and more student discourse.

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.

Problem Statement 7: Targeted Support and Improvement Reading (data : Students are performing below expectations in reading in "All", AA, Hispanic, White, Asian, Eco. Dis, Continuously Enrolled, Non-Continuously Enrolled Target groups. Students are having challenges integrating content skills to produce schema and real world application. Teachers need to facilitate cross-curricular discussions and strategy application. **Root Cause:** Targeted Support and Improvement Reading: Students are having challenges integrating content skills to produce schema and real world application. Teachers need to facilitate cross-curricular discussions and strategy application.

Problem Statement 8: Targeted Support and Improvement Math (data based on 2018-19 identification): Students are performing below expectations in math, with the African-American, 2 or More Races, White, Asian and Economically Disadvantaged target groups performing at a much lower rate than other target groups. **Root Cause:** Targeted Support and Improvement Math: Teachers need to prepare for rigorous questions to build critical thinking and activities to build number sense.

School Culture and Climate

School Culture and Climate Strengths

The following strengths were identified in the Employee Perception Survey for the 2020-2021 school year:

The Employee Perception Survey from 2020-2021 indicates the following are 85%+: opportunities to think for myself, opportunities for professional growth are available, work asked of me relates to my job, information is available to help me do my job effectively, opportunities are available to provide input, procedures have been implemented to keep me safe, quality work is expected from me, opportunities for collaboration, opportunities to discuss concerns with my administrators, information to my job is accessible, quality work is expected of students and decisions are data driven.

Areas below 85% agreement are: various forms of feedback are given to help me improve my performance, and staff recognition is built into the school culture.

Fiest has a mentoring programming, PALS, student council, and Watch D.O.G.S to support a positive environment.

Our teachers conduct Project Safety monthly lessons to PK-5 to build positive relationships and promote safety for all students and staff. The assistant principals have code of conduct talks so that students are aware of the rules and consequences for not following the rules. Our counselors and behavior interventionist teach guidance lesson on friendship, bullying, test-anxiety, social skills and problem solving. All classes conduct class meetings and social skills lessons during supplemental time each day.

As a Positive Behavioral Interventions and Supports (PBIS) campus, it is our goal to create a safe learning environment where all students are Be Respectful, Take Ownership, Be Accountable, Be Reliable, Be Safe. Students can earn a ROAR points via Class Dojo when demonstrating knowledge of the ROAR; which they have a class menu of items to purchase from as well as school wide incentives each month (i.e. Bear Mart for holiday purchases, make a craft, game day, etc). "Self Managers" is another incentive for students to earn when they consistently follow the expectations as well as go above and beyond be a positive role model for others at school. The students receive a badge and have special privileges in class and school.

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 Summary

The following needs were identified:

- Explore ways to measure the impact of staff development on student achievement
- Encourage all Language Arts teachers to become ESL certified
- Encourage all teachers to take at least one GT staff development course
- All teachers will be held accountable for yearly training necessary for their teaching assignment such as certifications in GT, ESL
- Teachers will be provided with more training on recognizing needs of students with speech difficulties, autism, and dyslexia, Early Literacy strategies etc.

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention. Fiest had 3 retirement and no transfers in 2020-2021. We only hired 1 new teacher and acquired 1 transfer teacher.

- All teachers are Highly Qualified
- Personnel with different strengths are hired through a series of administrative and team interviews
- Fiest serves as an educational learning campus for student teachers
- PTO provides money for teachers to attend staff development
- Title 1 budget permits for multiple professional development opportunities
- New teachers/paraprofessionals are assigned a mentor to provide support
- Relevant professional development is offered in our building as needed, such as MClass, technology, etc.
- Paraprofessionals were invited to attend staff development at the campus

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.

Parent and Community Engagement

Parent and Community Engagement Strengths

Numerous opportunities for family and community involvement are provided throughout the year. In 2021-2022, we have/will host events such as: Meet the Teacher, Open House, Math/Reading Nights, Science Night, Popsicles on the Practice Field, Rodeo Round-Up/Bear Parade, Penguin Ball, Student Showcase Night, Campus Student Showcase, Awards Day, 5th Grade Recognition Night, Veteran's Day Celebration, and Book Fairs,

Our partnerships with Cornerstone United Methodist Church provides many meaningful volunteer opportunities.

Fiest utilizes multiple forums for communication to keep parents informed. These include newsletters, School Messenger, Remind texts, e-mails, marquee, and social media posts.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents of at-risk students do not always attend school events **Root Cause:** Parent and Community Engagement: We need to advertise and make more connections with parents to give them more reasons to attend.

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 Reading and math goals for PreK-3
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

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




Goals






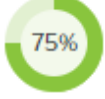
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.










Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.




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








Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: We will support all students in daily small group instruction based on student need in order to increase vocabulary skills and deepen comprehension.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for small group instruction discussions using the new guided reading resources.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful small group instructional techniques in the classroom.</p> <p>Small Group Reading Intervention for 1st and 2nd grade students significantly reading below grade level.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Students will apply writing strategies across all content areas. They will have opportunities to write critically and deepen thinking weekly in subjects beyond Language Arts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Data will reflect increases in approaches, meets, and masters levels on checkpoints, DPMs, Benchmarks, and STAAR assessments</p> <p>Students in the AA, ED, and EBS subgroups will increase their mastery of grade level material.</p> <p>Lesson plans will reflect implementation of strategies.</p> <p>Planning times will focus on the HOW, not the what of lessons.</p> <p>Science and Math teachers will improve their ability to apply writing strategies in their lessons at least once a week. The Writing Committee will create grade level specific goals to target in all grade level content areas.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISS</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: We commit to supporting all students with direct grammar and mechanics awareness in instruction to strengthen written compositions</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of EBS students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for grammar and mechanics awareness instruction discussions using the new "Patterns of Power" resources to vertically align K-5.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful vocabulary instructional techniques in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISS, and Instructional teaching and paraprofessional staff.</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will plan for higher-level questioning, student discourse, and writing opportunities to develop a deep mathematical understanding of the math TEKS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used to plan for student discourse.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful vocabulary instructional techniques in the classroom and high level questioning.</p> <p>Additional support for 3rd and 4th grade Math through ESSER III funded allocation.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Teachers will provide hands-on and real world learning opportunities to students in order for them to develop a deep understanding of Science TEKS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful vocabulary instructional techniques in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, and Instructional teaching and paraprofessional staff.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>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: Small group instruction on targeted skills provided by the classroom teacher, interventionists, instructional para-professionals, special education staff, and Instructional Specialists. These groups include, but are not limited to, phonemic awareness lessons, reading strategy groups, dyslexia, SGRI, AM tutoring, Closing the Gap, ESSER III, math facts, math application, growth mindset, and social skills instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful grammar, mechanics, and vocabulary instructional techniques in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>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: Deepen understanding of and address specific academic needs of all student groups in an effort to provide opportunities for all children, including each of the subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) along with at-risk students to meet the challenging State academic standards. We will:</p> <ul style="list-style-type: none"> - provide supplies/materials/resources and staff to facilitate quality first instruction. - provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being. - Promote PBIS in all areas of our school (face-to-face and virtual) - provide direction for families in the use of Schoology - SEL - Sanford Harmony lessons/activities - provide additional intervention for targeted students in Math and Reading (Read 180, SGRI, ESSER III, 4545) <p>Academic tutoring before/after school, Math/Reading Nights, Science Family Night, Connected/Unplugged Family Night, Book Fair Family Nights, Box/Book Facts).</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Student Data: The percentage of students reaching "approaches grade level standard" will increase. Staff Responsible for Monitoring: Principal, APs, ISs, and Instructional teaching and paraprofessional staff.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			




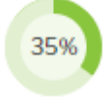






Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Deepen understanding of and address specific academic needs of the "All" Students</p> <ul style="list-style-type: none"> *AA *Hispanic *White *Asian *Econ Dis *Continuously Enrolled *Non-Continuously Enrolled <p>student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>We will:</p> <ul style="list-style-type: none"> * provide supplies/materials/resources and staff to facilitate quality first instruction. *provides library materials that reflect diversity, student choice for leisure reading, and reading for information as well as the needs of the curriculum and state standards. *provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being. *provide additional intervention for targeted students in Math and Reading *Incorporate instructional strategies that encourage student engagement * Construct learning activities that meet the diverse needs of the 21st century student populations * Foster collaborative group work opportunities that allow for the development of both social skills and content mastery * Advance critical thinking skills using graphic organizers <p>Strategy's Expected Result/Impact: Increased performance on State and District Assessments.</p> <p>Staff Responsible for Monitoring: Principal, APs, IS's, Counselors, and Librarian</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Salaries for additional interventionist and staff - Title I - \$232,340, Instructional materials, supplies and resources - Title I - \$12,074, Materials for PAFE - Title I - \$9,160, - Title I - \$0</p>	Formative		
	Nov	Feb	May
			
 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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide before school tutoring.</p> <p>Strategy's Expected Result/Impact: Students attending before school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 55%	 65%	 90%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will hire a core content area interventionist.</p> <p>Strategy's Expected Result/Impact: By the conclusion of the 2021-2022 school year, 90% of the students in this intervention will meet the approaches or higher standard on Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 35%	 45%	 70%
 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Fiest Elementary teachers and staff will provide extended day tutorials in addition to intervention during the school day in Reading and Math.</p> <p>Strategy's Expected Result/Impact: Students will deepen their understanding and application for foundational skills in order to be successful at grade level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists and Teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Extra duty and temporary workers - Special Allotment: Compensatory Education - \$3,675</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>			






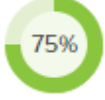




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 4: Targeted Support and Improvement: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2020-21 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Student Success (58%) and Asian (Academic Achievement Reading (74%), Academic Achievement Math (82%), Student Success (73%))

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted Support Strategy 1) Targeted Support and Improvement Reading: On Campus Training, IS's/Coaches Model Teaching Practices, Additional Reading Intervention Support, Growth Mindset Groups for students, Reading tutoring for varied performance levels, changing teacher mindset, PK Gross Motor development time, additional staff (CSR), Early Literacy, additional support for primary readers, Do the Math, Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. Staff Responsible for Monitoring: Principal Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted Support and Improvement Math: On Campus Training, IS's/Coaches Model Teaching Practices, Additional Math Intervention Support, Growth Mindset Groups for students, Math tutoring for varied performance levels, Changing Teacher Mindset Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. Staff Responsible for Monitoring: Principal Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Student Safety: By the end of the 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

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All students and staff will review and participate in monthly fire drills and semester drills to identify viable responses during various emergency situations. The Safety Task Force will review the Emergency Operations Plan periodically and revise the plan as needed. Our campus will follow and adhere to the LEAD Safely document and protocols.</p> <p>Strategy's Expected Result/Impact: Students and staff will evacuate the building or respond appropriately in the event of a fire or emergency drill as practiced and reviewed by the Safety Task Force Committee.</p> <p>Staff Responsible for Monitoring: Safety Task Force Committee, APs, and Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, AP, EOP Coordinators, Admin.</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

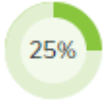








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: We will maintain a 97.5%+ attendance rate for the year through engaged learning in the classroom, opportunities for students to participate in CATCH lessons and Fitnessgram, and other campus activities and programs to promote our whole-child focused culture.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97.5%</p> <p>Staff Responsible for Monitoring: Classroom Teachers Attendance Secretary, APs & Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			











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

Performance Objective 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals will be decreased by 15%.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 15%.</p> <p>Staff Responsible for Monitoring: Aps, BI, Classroom teacher, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: In School Suspensions will be reduced through the use of restorative discipline strategies and natural consequences.</p> <p>Strategy's Expected Result/Impact: Select ONE:</p> <p>In School Suspensions for SPED African American students will be reduced by 15%.</p> <p>Staff Responsible for Monitoring: Aps, BI, Classroom teacher, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Restorative Discipline: Staff will use PBIS level I strategies and incorporate the Morning Meetings, PBIS campus-wide lesson & CFISD Project Safety Lessons each month (including Tip line reporting procedures) & Core Value Lessons to support all students in the learning environment. Monthly monitoring, feedback and planning will be provided by the PBIS committee for the whole staff to discuss.</p> <p>Strategy's Expected Result/Impact: Select ONE:</p> <p>Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: PBIS Committee, APs, Counselor, BI, Librarian and Principal</p>	Formative		
	Nov	Feb	May
			



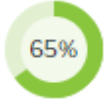




Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: BI/APs will work with teachers to create behavior plans to help mitigate behavior issues and keep students in class.</p> <p>Strategy's Expected Result/Impact: Select ONE:</p> <p>Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: PBIS Committee, APs, Counselor, BI, Librarian and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. (Reference the 2021-2022 CFISD Report on Violence and Violence Prevention)</p> <p>Strategy's Expected Result/Impact: SELECT ONE:</p> <p>Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: APs, BI, Classroom teachers, APs</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 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.)

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified time lines.</p> <p>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.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will strive for an exemplary attendance rate for staff with fewer than 5 absences per employee for the year. Acknowledgements will be given for perfect attendance each 9-weeks by campus administration.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Campus Sub Rep, Principal and District HR</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 videos

Summative Evaluation: Significant progress made toward meeting Objective




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Trauma Informed Schools for BI and Counselors.</p> <p>Strategy's Expected Result/Impact: The trained staff will return to campus and share strategies to increase academic performance while addressing SEL.</p> <p>Staff Responsible for Monitoring: Counselors, BI, APs, Principal</p> <p>TEA Priorities: 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will be encouraged to be an active member of their child's education as we will use a variety of tools to inform them about campus events through:</p> <ol style="list-style-type: none"> 1. Campus web page 2. School messenger - calls, e-mails and texts 3. PTO Facebook page 4. Twitter @FiestCFISD 5. Meeting agendas/minutes 6. Personal phone calls and invitations from staff to attend Meet the Teacher and other events 7. The Fiest Facts Bi-Monthly Campus Newsletters 8. Fiest Facebook 9. Remind App <p>The Fiest community will be invited to attend various events virtually and in person to support the academic, social and emotional well being of students and families. Events include:</p> <ol style="list-style-type: none"> 8. Curriculum Night (Fall) & Kindergarten Orientation 9. Winter Event - Math/Reading/Writing/Science Nights 10. Rodeo Day/Bear Parade 11. Awards Ceremonies 12. Campus and District Spelling Bee 13. Fun Run 14. Meet the Teacher 15 Penguin Ball 16. Student Showcase Night 17. Homecoming Open House 18. 5th Grade Recognition 19. Veteran's Day Celebration 20. Book Fairs 21. Rodeo-Round-Up 22. Campus Facebook/Twitter 23. Remind/Schoology <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Teachers & Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: Materials for Winter Event/Rodeo Round - Up - Title I - \$11,000</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>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.</p> <p>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): office of Circle at Point Park Apartments</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal, APs, Campus Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Oct. 12 (5:00pm) and Oct 14 (9:00 am.)</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Counselors, BI</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</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 Fiest Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

--

Personnel for Fiest Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Testing Coordinator	1
1 position	Behavior Interventionist	1
2 positions	Reaching Enrichment/SGRI Teacher	1
2 positions	Core Content Area Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Testing Coordinator	Assessment	.5
Staff	Instructional Specialist	Primary	1
Staff	Interventionist	Primary Reading	1

2021-2022 CPOC

Committee Role	Name	Position
Administrator	Jeanette Gerault	Principal
Administrator	Amy Archer	Assistant Principal
Non-classroom Professional	Emily Angelilli	Instructional Specialist
Paraprofessional	Jennifer Winkler	Campus Secretary
Non-classroom Professional	Kendall Mckinney	Instructional Specialist
Non-classroom Professional	Laurie Russell	Behavior Interventionist
Non-classroom Professional	Leslie Cutshall	Testing Coordinator
Non-classroom Professional	Maria Ferrera	Instructional Specialist
Administrator	Wendy Suddendorf	Assistant Principal
Classroom Teacher	Samantha Hernandez	PK
Classroom Teacher	Christy Lewis	Kinder
Classroom Teacher	Sherrie O'Brien	1st Grade
Classroom Teacher	Kamaria Armstrong	2nd Grade
Classroom Teacher	Shelby Madden	3rd Grade
Classroom Teacher	Alisha Utter	4th Grade
Classroom Teacher	Anne Rudd	5th Grade
Classroom Teacher	Martha Easterly	PE
Classroom Teacher	Janie Brooks	PE
Classroom Teacher	Darci Barnes	Special Education/Parent
Paraprofessional	Jennifer Brewer	Receptionist
Administrator	Elizabeth Frnka	Counselor
Administrator	Lisa Newberry	Counselor
Business Representative	Alex Soler	
Community Representative	Cameron Dickey	Cy Fair Federal Credit Union
District-level Professional	Cellia Gutierrez	District Representative
Parent	Cynthia DeDear	Parent
Parent	Jennifer Stewart	Parent
Non-classroom Professional	Jeremy Effinger	Intervention

Committee Role	Name	Position
Librarian	Virginia Boughter	Librarian
Classroom Teacher	Katherine Talavera	ECSE
Classroom Teacher	Kaitlyn Hooks	Life Skills/Sped. ED

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	1	8	Instructional materials, supplies and resources		\$12,074.00
1	1	8	Materials for PAFE		\$9,160.00
1	1	8	Salaries for additional interventionist and staff		\$232,340.00
4	1	1	Materials for Winter Event/Rodeo Round - Up		\$11,000.00
Sub-Total					\$264,574.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Extra duty and temporary workers		\$3,675.00
Sub-Total					\$3,675.00