

Cypress-Fairbanks Independent School District

Horne Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Horne Elementary

At Horne Elementary all students and staff will demonstrate strong character and grow as life-long learners in reading, writing, math, and science!

Integrity – Unity - Perseverance

Vision

CFISD

Opportunities for All

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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: The CPOC committee met. Table groups were provided with data from CIP Target Goals for the past two school years. The data was reviewed and discussed among tables then shared as whole group. Adjustments to targeted goals were discussed for the current school year. 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: Upon review of campus data, it was noted that our major areas of concern are the academic growth and achievement of our English Language and Special Education students and the restorative interventions for our African American Special Education 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 Enclave Apartments, Avistar Apartments, and Colonies Landing Apartments.

Student Achievement

Student Achievement Strengths

Based on 2020-21 STAAR data, our students performed at the following levels (all grade levels and content areas combined):

Approaches Performance Level: 58%

Meets Performance Level: 29%

Masters Performance Level: 12%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our LEP and SpEd student groups are consistently performing lower than most other student groups. **Root Cause:** Reading: We need to continue teaching using differentiated instruction.

Problem Statement 2: Writing: Our LEP and SpEd student groups are consistently performing lower than most other student groups. **Root Cause:** Writing: We need to continue teaching using differentiated instruction.

Problem Statement 3: Math: Our LEP and SpEd student groups are consistently performing lower than most other student groups. **Root Cause:** Math: We need to continue teaching using differentiated instruction.

Problem Statement 4: Science: Our LEP and SpEd student groups are consistently performing lower than most other student groups. **Root Cause:** Science: We need to continue teaching using differentiated instruction.

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

- Implementation of PBIS and restorative discipline practices
- Project Safety lessons

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Our new Horne students do not meet the behavior expectations at the same level as our returning Horne students. **Root Cause:** School Culture and Climate: Need to introduce Horne procedures, expectations, and processes to our new students by using a positive approach along with our PBIS implementation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Positive and secure school environment
- Respect of staff members to each other and their teams
- Strong staff work ethic and integrity (desire to put students first)
- Many opportunities for staff recognition

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There is a noticeable increase in staff absences on Mondays and Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: Staff need to be recognized for their attendance frequently and in different ways (i.e. grade level, subject team, paras, etc.).

Parent and Community Engagement

Parent and Community Engagement Strengths

- Multiple opportunities for parent involvement
- Provide translations (Spanish and Vietnamese)
- Provide child care for evening events
- Communicate through a variety of forums (email, School Messenger, Facebook, Twitter, marquee, newsletters, etc.)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent attendance has been low for curriculum related events, such as STAAR Night and Open House **Root Cause:** Parent and Community Engagement: The format of curriculum related events has traditionally been sit and get. More interactive and hands-on formats would encourage more parent and family involvement.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- 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
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results




Goals







Revised/Approved: December 9, 2021










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		
<p>Strategy 1: Reading/ELAR: All teachers in all content areas will focus on the development of literacy through the consistent implementation of targeted mini-lessons that focus on differentiated instruction. This includes small group reading instruction and reading conferences in the areas of decoding, comprehension, and writing about reading.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the reading goals. The formats for feedback will include, but are not limited to POWER Walks, video coaching through SIBME, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student learning will strengthen through the delivery of lessons that are designed with the guidance of Elizabeth Martin, Shonda Guthrie, and Becky Koesel.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I - \$11,500</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: All reading and language arts teachers will provide engaging, vertically aligned writing instruction that includes consistent modeling, writing conferring, unified language, a variety of visuals, and relevant experiences.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the reading goals. The formats for feedback will include, but are not limited to FAST Walks, video coaching through SIBME, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student learning will strengthen through the continuation of the district writing plan that consists of monitored writing samples, and specific feedback from both district members and campus representatives.</p> <p>The delivery of lessons will also be designed with the guidance of Elizabeth Martin and Shonda Guthrie.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Our teaching staff will improve student performance by strengthening student-centered instruction through the use of real-world connections, scaffolded instruction, differentiation, kinesthetic experiences and supports, and vertical alignment in order to increase student engagement and academic achievement.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the math goals. The formats for feedback will include, but are not limited to, critical writing, Garland Linkenhoger professional development, Power Walks, video coaching through Sibme, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student learning will strengthen through the delivery of lessons with a focus on increased differentiation, rigor, relevance, vertical alignment and student engagement as modeled by Garland Linkenhoger.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p> <p>Funding Sources: - Title I - \$10,500</p>	Formative		
	Nov	Feb	May
			




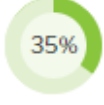


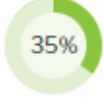
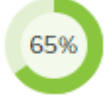

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Our teaching staff will focus on improving overall student scientific understanding and critical thinking by strengthening implementation of best teaching practices to build relevant cross-curricular and real-world connections. Teachers will use purposeful, hands-on experiences, authentic literature, and visuals to bridge and extend the 3D experiences to 2D in order to foster higher level of academic discourse, critical writing, problem solving and student engagement. Teachers will also create lessons utilizing the science lab and the garden. Second and third grade classes will participate in garden lessons with Ready to Grow Gardens.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the science goals. The formats for feedback will include, but are not limited to, critical writing, Power Walks, video coaching through Sibme, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student learning will strengthen through the delivery of lessons with a focus on increased rigor, relevance, and student engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Testing Coordinator</p> <p>Funding Sources: Science Materials - Title I - \$1,500, Ready to Grow Gardens - Title I - \$11,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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 interventions in areas of individual student deficit, extension of learning activities, and PBIS social skills activities to improve student performance, classroom participation, and personal responsibility.</p> <p>The campus will utilize a 4th PEAMS rotation to allow for technology, guidance, extended writing, Project Safety, and PBIS lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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:</p> <ul style="list-style-type: none"> *Students are provided an opportunity to utilize technology in the classroom and technology lab with teacher led activities and independent/collaborative groups; *Students and parents are invited to participate in various family nights including Family Fun Literacy Night, Family STEAM Night and etc. *Students will have an opportunity to participate in extended day activities and clubs of personal interest. *Student will have an opportunity to participate in extended learning weekend camps for academic and personal growth. <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			


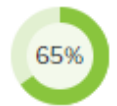





Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Deepen understanding of and address specific academic needs of the Emergent Bilingual, Special Education, and Economically Disadvantaged student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: EB, Sped, and ED students will show academic growth of 10% by the end of the 2021-2022 school year.</p> <ol style="list-style-type: none"> 1. Salaries - The Behavior Interventionist will assist in providing restorative discipline principles in order to reduce discipline referrals and increase student time in the classroom. The BI will ensure that the social emotional needs of our students are met. The Technology Lab Coach will work with students, staff, and families in order to ensure successful outcomes in integrating technology to promote academic growth. 2. Temporary Workers - Temporary workers will work with students in the classroom and in interventions in order to close gaps in learning and increase academic achievement per the goals specified in the CIP target table. 3. Extra Duty - Extended day tutoring on designated Tuesdays and Wednesdays will provided to students by staff in order to increase academic achievement and close gaps in learning campus-wide. 4. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development to develop a greater understanding of the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals as specified in the CIP. 5. Staff Development Supplies - The campus will utilize a variety of books and supplies to strength understanding of the needs of Emergent Bilingual, Special Education, and Economically Disadvantaged students in order to provide opportunities for all students to learn. 6. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. 7. Brain Pop - Students will utilize Brain Pop as an additional intervention at school and at home to assist in meeting instructional targets. 8. ST Math - Students will utilize Spatial Temporal Math as an additional intervention at school and at home to assist in meeting instructional targets. 9. Flocabulary - Student will utilize Flocabulary across the curriculum to provide additional intervention at school and at home to assist in meeting instructional targets. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Salaries - Title I - \$232,000, Extra Duty Pay - Title I - \$32,000, Temporary Workers - Title I - \$24,000, Professional Development - Title I - \$4,203, Staff Development Supplies - Title I - \$600, Library Books - Title I - \$5,000, Brain Pop - Title I - \$3,745, Flocabulary - Title I - \$2,600, Studies Weekly - Title I - \$3,464, PBIS Rewards - Title I - \$2,634</p>	Formative		
	Nov	Feb	May
			
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Saturday B.U.G. Camps: 2nd - 5th grade students will attend Saturday camps to "bring up grades" and receive intensive instruction for four hours.</p> <p>Strategy's Expected Result/Impact: Students attending the B.U.G. Camp will have at least a 50% increase in their BOY to MOY assessments. They will also improve their grades on their report cards at least one letter grade.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In an effort to aggressively combat the missed instructional practices of both teachers and students, Horne ES will work with Lead Your Schools to provide inservice, training, coaching, observations and professional development to our teachers and leadership team.</p> <p>Strategy's Expected Result/Impact: After Horne ES teachers and leadership team members attend the Lead Your School training in August, 90% of the students from kindergarten to 5th grade will improve their IRL (reading levels) by at least 3 levels from the BOY to the MOY in January.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Horne ES Behavioral Interventionist and the PBIS team, in collaboration with the school counselors, will initiate a teacher/student mentoring program. This mentoring program will begin in August and run throughout the school year. Mentors will meet during the day with their mentees on specific meeting dates (9/23, 12/2, 2/17, 4/28) to discuss progress report cards and student well being. The mentors will also meet with their mentees during school on specific meeting dates (10/28, 1/20, 3/31, 5/26) to discuss report card grades. The sessions will include refreshments and SEL activities to enhance the relationship between the mentees and mentors and allow for SEL activities, as well as any possible academic guidance for low grades.</p> <p>Strategy's Expected Result/Impact: Students who are mentees will have at least 50% growth on their academic assessments. These students will also have a 100% decrease in disciplinary referrals for each grading period.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Breakfast of Champions: 2nd - 5th grade students who have exemplified academic success will enjoy breakfast with school administration and teachers in recognition of achieving the Honor Roll.</p> <p>Strategy's Expected Result/Impact: Students attending Breakfast of Champions will continue at the percentage of 30% to reach high academic standards throughout the academic school year. They will receive recognition by having their names displayed on the Honor Roll hallway board.</p> <p>Staff Responsible for Monitoring: Principal</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 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.











Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Horne will utilize our At-Risk funds to support reading and math instruction in K-5 grades. We will build teacher capacity by providing professional development which targets vertical alignment in reading, math, and science. Materials will be purchased to facilitate professional development with the instructional support of Shonda Gurthie, Elizabeth Martin, and Garland Linkenhoger.</p> <p>Strategy's Expected Result/Impact: Increase the fundamental skills for all grade levels. Student learning will strengthen as teachers utilize the vertical alignment in reading, math, and science.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p> <p>Funding Sources: mClass Intervention Kits, math manipulatives - Special Allotment: Compensatory Education - \$3,716</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 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.








Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: The campus will implement PBIS, Red Ribbon Week, as well as COVID-19 protocols.</p> <p>Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Custodians, and Campus Safety Committee.</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 and Assistant Principals</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: Attendance Data











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Staff will contact families to follow up on absences.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: Registrar, Counselors, and Assistance Principals.</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 5%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionist</p> <p>Funding Sources: PBIS Rewards - Title I - \$2,500</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: The campus will implement a variety of behavior intervention strategies to reduce in school suspensions for SPED African American students including PBIS, Project Safety, social skills lessons, mentoring, and teacher guidance provided by our Behavior Interventionist and DMC paraprofessional.</p> <p>Strategy's Expected Result/Impact: Select ONE:</p> <p>In School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, SPED teachers, Behavior Interventionist, and DMC Paraprofessional.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: The campus will reduce out of school suspensions using a variety of techniques including PBIS, Project Safety, social skills lessons, mentoring, and teacher guidance provided by our Behavior Interventionist and DMC paraprofessional.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be less than 2%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: The campus will implement the above mentioned programs and create individual behavior plans to support students with the goal to prevent student placement at SOS.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, SPED teachers, Behavior Interventionist, and DMC Paraprofessional.</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: The campus will implement a variety of behavior intervention strategies to prevent violence including PBIS, Project Safety, social skills lessons, mentoring, and teacher training provided by our Behavior Interventionist and DMC paraprofessional.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.</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 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</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
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every nine weeks with treats, shout-outs, and other various and random types of acknowledgement.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.







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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus will provide all teachers with professional development based on identified needs through modeling, coaching, SIBME feedback and conferencing, Schoology training and coaching, PLCs, and virtual PD opportunities.</p> <p>Strategy's Expected Result/Impact: All staff will strengthen their individual skill set and reduce individual areas of professional weakness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Technology Coach.</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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: The campus will provide a variety of parent events to share information about the campus and strategies for academic support at home. We will advertise those opportunities in English and Spanish using several different methods: letters home, phone calls, school messenger, campus newsletters, and the marquee.</p> <p>Materials for parent nights, including virtual, will be purchased and distributed in advance, and paraprofessionals will be paid for attending parent nights for support and translations.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Technology Coach.</p> <p>Funding Sources: PAFE: Supplies - Title I - \$5,000</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): Avistar Apartments, Enclave Apartments, and Colonies Landing 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, Assistant Principals, Counselors, and Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings.</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, Assistant Principals, Counselors, and Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Horne Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Horne Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Counselor	1
1 position	Core Content Area Coach	1
1 position	Behavior Interventionist	1
3 positions	Core Content Area Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Class-size Reduction, ESL	1
Staff	Teacher	Class-size Reduction, ESL	1
Staff	Interventionist	Reading	1
Staff	Paraprofessional	Classroom Aide	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$11,500.00
1	1	3			\$10,500.00
1	1	4	Science Materials		\$1,500.00
1	1	4	Ready to Grow Gardens		\$11,000.00
1	1	7	Brain Pop		\$3,745.00
1	1	7	Salaries		\$232,000.00
1	1	7	Professional Development		\$4,203.00
1	1	7	Temporary Workers		\$24,000.00
1	1	7	Flocabulary		\$2,600.00
1	1	7	Library Books		\$5,000.00
1	1	7	PBIS Rewards		\$2,634.00
1	1	7	Staff Development Supplies		\$600.00
1	1	7	Extra Duty Pay		\$32,000.00
1	1	7	Studies Weekly		\$3,464.00
2	3	1	PBIS Rewards		\$2,500.00
4	1	1	PAFE: Supplies		\$5,000.00
Sub-Total					\$352,246.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	mClass Intervention Kits, math manipulatives		\$3,716.00
Sub-Total					\$3,716.00

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	Horne	All	130	74	57%	60%	3%	146	87	60%
Math	3	Horne	Hispanic	77	42	55%	60%	5%	93	57	61%
Math	3	Horne	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Horne	Asian	11	10	91%	95%	4%	14	10	71%
Math	3	Horne	African Am.	26	11	42%	50%	8%	22	8	36%
Math	3	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Horne	White	12	9	75%	80%	5%	11	7	64%
Math	3	Horne	Two or More	*	*	*	*	*	*	*	*
Math	3	Horne	Eco. Dis.	115	68	59%	65%	6%	115	64	56%
Math	3	Horne	LEP Current	45	22	49%	60%	11%	64	39	61%
Math	3	Horne	At-Risk	99	49	49%	55%	6%	117	64	55%
Math	3	Horne	SPED	9	1	11%	20%	9%	13	3	23%
Math	4	Horne	All	142	57	40%	50%	10%	130	61	47%
Math	4	Horne	Hispanic	90	33	37%	60%	23%	84	36	43%
Math	4	Horne	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Horne	Asian	*	*	*	*	*	7	6	86%
Math	4	Horne	African Am.	30	7	23%	50%	27%	21	8	38%
Math	4	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Horne	White	17	13	76%	80%	4%	13	8	62%
Math	4	Horne	Two or More	*	*	*	*	*	*	*	*
Math	4	Horne	Eco. Dis.	111	37	33%	65%	32%	102	46	45%
Math	4	Horne	LEP Current	42	13	31%	50%	19%	45	13	29%
Math	4	Horne	At-Risk	72	29	40%	50%	10%	97	35	36%
Math	4	Horne	SPED	20	2	10%	20%	10%	7	2	29%
Math	5	Horne	All	130	75	58%	60%	2%	148	96	65%
Math	5	Horne	Hispanic	84	41	49%	55%	6%	97	64	66%
Math	5	Horne	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Horne	Asian	5	4	80%	82%	2%	*	*	*
Math	5	Horne	African Am.	18	9	50%	60%	10%	32	16	50%
Math	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Horne	White	15	14	93%	95%	2%	16	14	88%
Math	5	Horne	Two or More	5	4	80%	82%	2%	*	*	*
Math	5	Horne	Eco. Dis.	105	59	56%	60%	4%	124	75	60%
Math	5	Horne	LEP Current	31	11	35%	40%	5%	43	20	47%
Math	5	Horne	At-Risk	98	50	51%	55%	4%	123	76	62%
Math	5	Horne	SPED	15	7	47%	50%	3%	14	3	21%

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	Horne	All	129	92	71%	75%	4%	146	109	75%
Reading	3	Horne	Hispanic	76	51	67%	70%	3%	93	71	76%
Reading	3	Horne	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Horne	Asian	11	10	91%	95%	4%	14	11	79%
Reading	3	Horne	African Am.	26	17	65%	70%	5%	22	16	73%
Reading	3	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Horne	White	12	11	92%	95%	3%	11	6	55%
Reading	3	Horne	Two or More	*	*	*	*	*	*	*	*
Reading	3	Horne	Eco. Dis.	114	82	72%	75%	3%	115	82	71%
Reading	3	Horne	LEP Current	45	24	53%	70%	17%	64	43	67%
Reading	3	Horne	At-Risk	98	63	64%	70%	6%	117	83	71%
Reading	3	Horne	SPED	9	4	44%	50%	6%	13	8	62%
Reading	4	Horne	All	142	84	59%	70%	11%	130	95	73%
Reading	4	Horne	Hispanic	90	51	57%	70%	13%	84	57	68%
Reading	4	Horne	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Horne	Asian	*	*	*	*	*	7	5	71%
Reading	4	Horne	African Am.	30	19	63%	70%	7%	21	15	71%
Reading	4	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Horne	White	17	12	71%	80%	9%	13	13	100%
Reading	4	Horne	Two or More	*	*	*	*	*	*	*	*
Reading	4	Horne	Eco. Dis.	111	63	57%	70%	13%	102	71	70%
Reading	4	Horne	LEP Current	42	14	33%	60%	27%	45	21	47%
Reading	4	Horne	At-Risk	72	39	54%	70%	16%	97	62	64%
Reading	4	Horne	SPED	20	5	25%	50%	25%	7	3	43%
Reading	5	Horne	All	129	88	68%	70%	2%	148	121	82%
Reading	5	Horne	Hispanic	83	52	63%	65%	2%	97	75	77%
Reading	5	Horne	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Horne	Asian	5	4	80%	85%	5%	*	*	*
Reading	5	Horne	African Am.	18	12	67%	70%	3%	32	28	88%
Reading	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Horne	White	15	13	87%	90%	3%	16	15	94%
Reading	5	Horne	Two or More	5	4	80%	85%	5%	*	*	*
Reading	5	Horne	Eco. Dis.	104	69	66%	70%	4%	124	99	80%
Reading	5	Horne	LEP Current	31	6	19%	40%	21%	43	25	58%
Reading	5	Horne	At-Risk	97	56	58%	60%	2%	123	97	79%
Reading	5	Horne	SPED	14	5	36%	40%	4%	14	10	71%

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	Horne	All	129	83	64%	70%	6%	147	107	73%
Science	5	Horne	Hispanic	83	47	57%	60%	3%	96	70	73%
Science	5	Horne	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Horne	Asian	5	4	80%	83%	3%	*	*	*
Science	5	Horne	African Am.	18	12	67%	70%	3%	32	19	59%
Science	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Horne	White	15	13	87%	90%	3%	16	15	94%
Science	5	Horne	Two or More	5	4	80%	85%	5%	*	*	*
Science	5	Horne	Eco. Dis.	106	68	64%	70%	6%	123	85	69%
Science	5	Horne	LEP Current	37	15	41%	50%	9%	42	24	57%
Science	5	Horne	At-Risk	97	53	55%	60%	5%	122	85	70%
Science	5	Horne	SPED	13	5	38%	50%	12%	14	5	36%

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	Horne	All	142	20	14%	30%	16%	130	24	18%
Math	4	Horne	Hispanic	90	10	11%	30%	19%	84	14	17%
Math	4	Horne	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Horne	Asian	*	*	*	*	*	7	5	71%
Math	4	Horne	African Am.	30	3	10%	30%	20%	21	1	5%
Math	4	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Horne	White	17	6	35%	50%	15%	13	3	23%
Math	4	Horne	Two or More	*	*	*	*	*	*	*	*
Math	4	Horne	Eco. Dis.	111	12	11%	30%	19%	102	18	18%
Math	4	Horne	LEP Current	42	3	7%	20%	13%	45	5	11%
Math	4	Horne	At-Risk	72	9	13%	25%	12%	97	13	13%
Math	4	Horne	SPED	20	0	0%	10%	10%	7	0	0%
Math	5	Horne	All	130	46	35%	50%	15%	148	54	36%
Math	5	Horne	Hispanic	84	25	30%	40%	10%	97	35	36%
Math	5	Horne	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Horne	Asian	5	4	80%	85%	5%	*	*	*
Math	5	Horne	African Am.	18	5	28%	35%	7%	32	8	25%
Math	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Horne	White	15	9	60%	70%	10%	16	9	56%
Math	5	Horne	Two or More	5	1	20%	30%	10%	*	*	*
Math	5	Horne	Eco. Dis.	105	34	32%	40%	8%	124	43	35%
Math	5	Horne	LEP Current	31	6	19%	25%	6%	43	9	21%
Math	5	Horne	At-Risk	98	29	30%	35%	5%	123	37	30%
Math	5	Horne	SPED	15	2	13%	20%	7%	14	1	7%
Reading	4	Horne	All	142	38	27%	40%	13%	130	64	49%
Reading	4	Horne	Hispanic	90	21	23%	40%	17%	84	39	46%
Reading	4	Horne	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Horne	Asian	*	*	*	*	*	7	5	71%
Reading	4	Horne	African Am.	30	7	23%	40%	17%	21	7	33%
Reading	4	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Horne	White	17	9	53%	70%	17%	13	10	77%
Reading	4	Horne	Two or More	*	*	*	*	*	*	*	*
Reading	4	Horne	Eco. Dis.	111	23	21%	40%	19%	102	48	47%
Reading	4	Horne	LEP Current	42	4	10%	30%	20%	45	11	24%
Reading	4	Horne	At-Risk	72	13	18%	30%	12%	97	36	37%
Reading	4	Horne	SPED	20	0	0%	10%	10%	7	2	29%

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	Horne	All	129	55	43%	50%	7%	148	77	52%
Reading	5	Horne	Hispanic	83	26	31%	40%	9%	97	48	49%
Reading	5	Horne	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Horne	Asian	5	3	60%	70%	10%	*	*	*
Reading	5	Horne	African Am.	18	8	44%	65%	21%	32	16	50%
Reading	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Horne	White	15	13	87%	90%	3%	16	10	63%
Reading	5	Horne	Two or More	5	4	80%	85%	5%	*	*	*
Reading	5	Horne	Eco. Dis.	104	42	40%	50%	10%	124	59	48%
Reading	5	Horne	LEP Current	31	2	6%	20%	14%	43	12	28%
Reading	5	Horne	At-Risk	97	29	30%	40%	10%	123	57	46%
Reading	5	Horne	SPED	14	3	21%	30%	9%	14	3	21%
Science	5	Horne	All	129	45	35%	40%	5%	147	57	39%
Science	5	Horne	Hispanic	83	21	25%	35%	10%	96	34	35%
Science	5	Horne	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Horne	Asian	5	4	80%	85%	5%	*	*	*
Science	5	Horne	African Am.	18	7	39%	45%	6%	32	9	28%
Science	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Horne	White	15	10	67%	70%	3%	16	12	75%
Science	5	Horne	Two or More	5	1	20%	25%	5%	*	*	*
Science	5	Horne	Eco. Dis.	106	35	33%	35%	2%	123	39	32%
Science	5	Horne	LEP Current	37	4	11%	20%	9%	42	10	24%
Science	5	Horne	At-Risk	97	26	27%	30%	3%	122	40	33%
Science	5	Horne	SPED	13	2	15%	20%	5%	14	1	7%

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	Horne	All	130	8	6%	8%	2%	146	21	14%
Math	3	Horne	Hispanic	77	3	4%	5%	1%	93	15	16%
Math	3	Horne	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Horne	Asian	11	4	36%	40%	4%	14	3	21%
Math	3	Horne	African Am.	26	0	0%	5%	5%	22	0	0%
Math	3	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Horne	White	12	1	8%	10%	2%	11	2	18%
Math	3	Horne	Two or More	*	*	*	*	*	*	*	*
Math	3	Horne	Eco. Dis.	115	7	6%	7%	1%	115	14	12%
Math	3	Horne	LEP Current	45	1	2%	5%	3%	64	9	14%
Math	3	Horne	At-Risk	99	5	5%	7%	2%	117	11	9%
Math	3	Horne	SPED	9	0	0%	2%	2%	13	0	0%
Math	4	Horne	All	142	9	6%	8%	2%	130	10	8%
Math	4	Horne	Hispanic	90	4	4%	5%	1%	84	5	6%
Math	4	Horne	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Horne	Asian	*	*	*	*	*	7	3	43%
Math	4	Horne	African Am.	30	0	0%	5%	5%	21	0	0%
Math	4	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Horne	White	17	4	24%	25%	1%	13	2	15%
Math	4	Horne	Two or More	*	*	*	*	*	*	*	*
Math	4	Horne	Eco. Dis.	111	4	4%	7%	3%	102	8	8%
Math	4	Horne	LEP Current	42	0	0%	3%	3%	45	1	2%
Math	4	Horne	At-Risk	72	3	4%	6%	2%	97	5	5%
Math	4	Horne	SPED	20	0	0%	2%	2%	7	0	0%
Math	5	Horne	All	130	27	21%	22%	1%	148	25	17%
Math	5	Horne	Hispanic	84	15	18%	19%	1%	97	15	15%
Math	5	Horne	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Horne	Asian	5	4	80%	81%	1%	*	*	*
Math	5	Horne	African Am.	18	1	6%	7%	1%	32	2	6%
Math	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Horne	White	15	5	33%	35%	2%	16	7	44%
Math	5	Horne	Two or More	5	1	20%	21%	1%	*	*	*
Math	5	Horne	Eco. Dis.	105	20	19%	20%	1%	124	18	15%
Math	5	Horne	LEP Current	31	3	10%	12%	2%	43	2	5%
Math	5	Horne	At-Risk	98	17	17%	19%	2%	123	14	11%
Math	5	Horne	SPED	15	0	0%	2%	2%	14	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	Horne	All	129	17	13%	20%	7%	146	39	27%
Reading	3	Horne	Hispanic	76	8	11%	20%	9%	93	23	25%
Reading	3	Horne	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Horne	Asian	11	3	27%	30%	3%	14	5	36%
Reading	3	Horne	African Am.	26	2	8%	10%	2%	22	4	18%
Reading	3	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Horne	White	12	4	33%	35%	2%	11	3	27%
Reading	3	Horne	Two or More	*	*	*	*	*	*	*	*
Reading	3	Horne	Eco. Dis.	114	16	14%	18%	4%	115	25	22%
Reading	3	Horne	LEP Current	45	1	2%	5%	3%	64	11	17%
Reading	3	Horne	At-Risk	98	7	7%	10%	3%	117	23	20%
Reading	3	Horne	SPED	9	0	0%	2%	2%	13	1	8%
Reading	4	Horne	All	142	13	9%	15%	6%	130	26	20%
Reading	4	Horne	Hispanic	90	7	8%	15%	7%	84	18	21%
Reading	4	Horne	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Horne	Asian	*	*	*	*	*	7	2	29%
Reading	4	Horne	African Am.	30	2	7%	10%	3%	21	1	5%
Reading	4	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Horne	White	17	3	18%	35%	17%	13	4	31%
Reading	4	Horne	Two or More	*	*	*	*	*	*	*	*
Reading	4	Horne	Eco. Dis.	111	8	7%	15%	8%	102	19	19%
Reading	4	Horne	LEP Current	42	2	5%	7%	2%	45	1	2%
Reading	4	Horne	At-Risk	72	5	7%	10%	3%	97	11	11%
Reading	4	Horne	SPED	20	0	0%	2%	2%	7	1	14%
Reading	5	Horne	All	129	30	23%	25%	2%	148	41	28%
Reading	5	Horne	Hispanic	83	14	17%	19%	2%	97	27	28%
Reading	5	Horne	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Horne	Asian	5	1	20%	22%	2%	*	*	*
Reading	5	Horne	African Am.	18	4	22%	25%	3%	32	7	22%
Reading	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Horne	White	15	10	67%	68%	1%	16	6	38%
Reading	5	Horne	Two or More	5	1	20%	21%	1%	*	*	*
Reading	5	Horne	Eco. Dis.	104	20	19%	20%	1%	124	30	24%
Reading	5	Horne	LEP Current	31	1	3%	7%	4%	43	4	9%
Reading	5	Horne	At-Risk	97	18	19%	20%	1%	123	26	21%
Reading	5	Horne	SPED	14	1	7%	8%	1%	14	1	7%

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	Horne	All	129	20	16%	18%	2%	147	27	18%
Science	5	Horne	Hispanic	83	8	10%	12%	2%	96	15	16%
Science	5	Horne	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Horne	Asian	5	2	40%	42%	2%	*	*	*
Science	5	Horne	African Am.	18	3	17%	20%	3%	32	3	9%
Science	5	Horne	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Horne	White	15	6	40%	50%	10%	16	7	44%
Science	5	Horne	Two or More	5	0	0%	5%	5%	*	*	*
Science	5	Horne	Eco. Dis.	106	14	13%	15%	2%	123	15	12%
Science	5	Horne	LEP Current	37	2	5%	7%	2%	42	3	7%
Science	5	Horne	At-Risk	97	10	10%	12%	2%	122	15	12%
Science	5	Horne	SPED	13	1	8%	10%	2%	14	0	0%

Horne

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	28%	38%							43%		36%	45%	31%
2022	30%	40%	NA	NA	NA	NA	NA	NA	45%	NA	38%	47%	33%
2023	32%	42%	NA	NA	NA	NA	NA	NA	47%	NA	40%	49%	35%
2024	35%	45%	NA	NA	NA	NA	NA	NA	50%	NA	43%	52%	38%
2025	38%	48%	NA	NA	NA	NA	NA	NA	53%	NA	46%	55%	41%

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 39% to 49% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
39%	41%	43%	46%	49%

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	36%	28%							38%		35%	41%	31%
2022	38%	30%	NA	NA	NA	NA	NA	NA	40%	NA	37%	43%	33%
2023	40%	32%	NA	NA	NA	NA	NA	NA	42%	NA	39%	45%	35%
2024	43%	35%	NA	NA	NA	NA	NA	NA	45%	NA	42%	48%	38%
2025	46%	38%	NA	NA	NA	NA	NA	NA	48%	NA	45%	51%	41%

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Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - “Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.” NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th 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.