Cypress-Fairbanks Independent School District

Keith Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

Keith Elementary is a caring community which promotes academic excellence, fosters social and emotional growth, and promotes healthy lifestyles for all students. Students' behavior will exemplify respect for others, accountability for actions and good citizenship. Our goal is to provide children educational opportunities to ensure that each child becomes a contributing and responsible member of society in the 21st century.

Vision

LEAD:

Learn

Empower

Achieve

Dream

ROAR Matrix

Keith Elementary is a PBIS Campus, a campus where we use **P**ositive **B**ehavior **I**nterventions and **S**upports. The purpose of PBIS is to design a proactive positive systems approach for creating and maintaining safe and effective learning environments in schools. Through a combination of school-wide procedures and expectations contained in a matrix, explicit teaching of the matrix through daily class meetings, relationship building, and positive incentives for meeting and exceeding these given expectations, Keith has experienced a significant decrease in referrals to the office for inappropriate behavior. At Keith, students and teachers focus on **ROAR** skills:

Respect **O**n-Task

Attitude **R**esponsible

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Comprehensive Needs Assessment

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Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2020-21 data:

1st grade Reading 76% of all students passed reading IRL

1st grade Math 96% of all students passed end of year assessment

2nd grade Reading 72% of all students passed reading IRL

2nd grade Math 95% of all students passed end of year assessment

3rd grade Reading   91% approaches and 45% masters on STAAR

3rd grade Math   85% approaches and 35% masters on STAAR

4th grade Reading   86% approaches and 31% masters on STAAR

4th grade Math   79% approaches and 32% masters on STAAR

4th grade Writing   85% approaches and 19% masters on STAAR

5th grade Reading   95% approaches and 42% masters on STAAR

5th grade Math   96% approaches and 52% masters on STAAR

5th grade science   92% approaches and 34% masters on STAAR

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our Reading performance by Hispanic, Emergent Bilinguals, and SPED students needs improvement in comparison to other subgroups. **Root Cause:** Reading: We need to purposefully plan and consistently implement small group instruction to differentiate for student needs.

Problem Statement 2: Writing: Our Writing performance by Hispanic, Emergent Bilinguals, and SPED students at the Meets level needs improvement in comparison to other subgroups. **Root Cause:** Writing: We need to provide students more opportunities to communicate with each other about their writing and build their language skills and schema.

Problem Statement 3: Math: Our Math performance by African American, Emergent Bilinguals, and SPED students needs improvement in comparison to other subgroups. **Root Cause:** Math: We need to prepare, plan, and implement number talks and differentiated small groups to build number sense skills.

Problem Statement 4: Science: Our Science performance by Emergent Bilingual students needs improvement in comparison to other subgroups. **Root Cause:** Science: We need to prepare, plan and implement explicit teaching of vocabulary skills and hands-on investigations to develop vocabulary.

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.

School Culture and Climate

School Culture and Climate Strengths

Results of the EBS (PBIS) Survey indicate:

* 95% Expected student behaviors and routines in the classroom are stated positively and defined clearly.

* 97% Expected student behaviors and routines in the classroom are taught directly.

* 92% Expected student behaviors are acknowledged regularly. (Positive reinforcement 5:1)

* 98% A small number (3-5) of positively and clearly stated school-wide student expectations or rules are defined.

Results of the Employee Perception Survey indicate a "agree/strongly agree" response:

* 100% Opportunities exist for me to think for myself.

* 97% Opportunities for professional growth are available.

* 100% The work I am asked to do directly relates to my job responsibilities.

* 97% Procedures have been implemented to keep me safe at work.

* 98% Collaboration is encouraged and practiced.

* 100% I am clear about my job responsibilities.

* 98% Quality work is expected of students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Data regarding patterns of student problem behavior are not consistently reported to teams and faculty for active decision-making on a regular basis. **Root Cause:** School Culture and Climate: We need to include data analysis and reporting in all PBIS staff meetings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

According to the 2020-21 Employee Perception Survey, the culture at Keith is one where everyone is valued, intently listened to, and hard work is celebrated.

The administrative team honored the "gift of time" for teachers and covered both lunch and recess duties several times throughout the school year.

Coke and a compliment every staff meeting, Staff Cash for incentives, Lagniappe shout outs

All of our teachers are highly qualified. Teachers participate in specific professional development opportunities based on student/campus needs which results in not only the growth of our teachers' best practices, but there is an increase in student achievement as indicated on STAAR and district assessments.

We include teachers and additional staff on interview panels for all openings. Teacher input is imperative as we continue to fill the campus with highly qualified staff members who share the same goals and vision for educating our students. Staff are committed to the students and their success.

CF-TESS gives teachers the opportunity to set goals that impact their overall growth as an educator. Teachers continue to learn and implement best practices in order to meet the specific needs of their students. Teachers primarily set goals to provide more differentiated and student-centered instruction in order to best meet the needs of the students. Campus administrators provided timely and specific feedback regarding instructional practices. Professional development opportunities were provided throughout the year based on teacher and student needs across all grade levels and content areas.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance:There is a pattern of absences of teachers creating 3 and 4 day weekends over Fridays and Mondays. **Root Cause:** Teacher/Paraprofessional Attendance: We need to encourage our staff to only use personal days when absolutely necessary.

Parent and Community Engagement

Parent and Community Engagement Strengths

* Meet the Teacher- Virtual

* Curriculum Night- Virtual

* Keith Horizons Showcase- Virtual

* Music programs- Virtual

* Wax Museum

* Monthly newsletter and calendar

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement:Participation of parents across all sub-groups and economical backgrounds is unequal. **Root Cause:** Parent and Community Engagement:We need to offer events at various times throughout the day and offer virtual streaming if we can.

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

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

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

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

Strategy 1 Details	Formative Reviews		

Strategy 1: Reading: Our teachers will increase their knowledge of differentiation by attending ongoing professional development sessions. These sessions will be led by our campus Instructional Specialist, staff members or by the district coaches and will occur during staff meetings, during planning or after school.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, AP's and Principal
	Formative		

	Nov	Feb	May
	50%	75%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Writing:We will deepen the understanding of grade level TEKS and how they align vertically through discussions in grade level planning, data digs and regularly scheduled district PD.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, AP's and Principal
	Formative		

	Nov	Feb	May
	50%	50%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: Writing: Teachers will plan, prepare, and implement opportunities for students to communicate orally about their writing with their peers.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, and Principal
	Formative		

	Nov	Feb	May
	40%	50%	85%

Strategy 4 Details		**Formative Reviews**		
Strategy 4: Math: Our teachers will provide differentiated instruction during small groups. They will improve their skills in this area by attending professional development sessions throughout the school year. These sessions will be led by our campus Instructional Specialist, staff members, or by the district coaches and will occur during staff meetings, during planning or after school.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, AP's and Principal		50%	75%	90%

Strategy 5 Details		**Formative Reviews**		
Strategy 5: Science: Our teachers will increase their knowledge of the content and continue to foster a growth mindset by attending professional development sessions throughout the school year. These sessions will be led by our campus Instructional Specialist, staff members or by the district coaches and will occur during staff meetings, during planning or after school. These sessions will focus on how students will actively engage in science instruction and build content vocabulary through real-life experiences, critical writing, and blended learning.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, AP's and Principal		50%	60%	100%

Strategy 6 Details		**Formative Reviews**		
Strategy 6: Teachers will eliminate the learning gap and increase the amount of quality learning time during the school day. Teachers will provide 30 minutes of targeted instruction each day that includes:		**Formative**		
		Nov	**Feb**	**May**

*   Dedicated learning time focused on struggling students
*   Dedicated learning time focused on high achievers
*   Dedicated learning time to facilitate small group instruction to grow ALL learners
*   Dedicated time to minimize the summer slide
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Teachers, IS's, AP's, Principal
		40%	80%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

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

Performance Objective 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
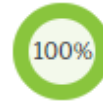
Strategy 1 Details	Formative Reviews		
Strategy 1: Welcome Back Camp: Our Welcome Back Camp will be designed to support students in acclimating and adjusting to the school environment prior to the first day of school. We know that many of our 20-21 Connect students have not been inside a school building for a year and a half, and that could be intimidating and negatively impact attendance. Additionally, students who failed STAAR and other select students may be experiencing feelings of failure that may also negatively impact attendance. In order to support these students, we would like to hold a Welcome Back Camp to help these students re-acclimate to the school building and feel confident moving into the new year. At this camp, we would reintroduce students to our staff, procedures, and building. We would also focus on goal-setting and study skills. We would use this time at camp to gather important data such as reading levels that will help our teachers know how to best support these students beginning on day one. Lastly, we would provide materials the students could use to begin to get into the habit of learning and studying prior to the school year (i.e. HFW and fact fluency flash cards).	**Formative**		
	Nov	**Feb**	**May**
	100%	100%	100%
Strategy's Expected Result/Impact: Students attending the 21-22 Welcome Back Camp will have 98% attendance in the first marking period.			
Staff Responsible for Monitoring: Principal			
Funding Sources: Extra Duty Pay - ESSER III - $2,700			

Strategy 2 Details	Formative Reviews		
Strategy 2: Core content area interventionist: We will hire an interventionist who would support in Math and Language Arts.	**Formative**		
Strategy's Expected Result/Impact: By the end of the 21-22 school year, 90% of the students working with the interventionist will meet end of year standards in the targeted content area.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	75%	80%	100%
Funding Sources: Core Content Area Interventionist Pay - ESSER III - $70,000, Intervention Kits - ESSER III - $10,000			

Strategy 3 Details	Formative Reviews

Strategy 3: Our Social Emotional Plan will help students develop and utilize skills in relationship building, self-control, empathy, communication and confidence. Opportunities to develop these skills during the pandemic were reduced due to restrictions which limited social interactions between peers and with adults. Our counselors will meet regularly with a targeted group of students to develop these social emotional skills. Additionally, they will provide ideas and lessons to teachers to implement in the classroom.
 	
    Strategy's Expected Result/Impact: We will increase the semester grade averages of students who meet with the counselors regularly by 10% over the previous school year EOY average by engaging in goal setting, small groups, individual counseling and SEL learning.
 	
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors
 	
    Funding Sources: Instructional Supplies - ESSER III - $2,500
	Formative

	Nov / **Feb** / **May** 50% / 75% / 100%

Strategy 4 Details	Formative Reviews

Strategy 4: We will purchase books to be used as a mentor text when conferring and in small group instruction. We will also purchase manipulatives for math and science materials.
 	
    Strategy's Expected Result/Impact: Meet or exceed the attached STAAR targets
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
 	
    Funding Sources: Instructional Materials, Online subscriptions, books - ESSER III - $10,800
	Formative

	Nov / **Feb** / **May** 100% / 100% / 100%

Strategy 5 Details	Formative Reviews

Strategy 5: We will provide students with hands-on learning experiences to build their schema and vocabulary.
    Strategy's Expected Result/Impact: Meet or exceed the attached STAAR targets.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
 	
    Funding Sources: Consultant - ESSER III - $4,000
	Formative

	Nov / **Feb** / **May** 100% / 100% / 100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in grades 3-5 who fail the middle of the year assessments in reading and math will be pulled into small groups to focus on misunderstandings and gaps in their learning.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: The students will meet "approaches" standard or higher on the STAAR assessments in the content area addressed. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, AMIP/ARIP Teachers **Funding Sources:** Temporary Worker Pay - Special Allotment: Compensatory Education - $1,500	35%	50%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 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		

Strategy 1: Campus Safety: Safety training will occur at least once a month during faculty meetings and/or grade level meetings, professional development days, etc.
    Strategy's Expected Result/Impact: Keith staff will be able to direct and assist all students and staff during any type of emergency situation.
    Staff Responsible for Monitoring: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary
	Formative		

	Nov	Feb	May
	50%	60%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, etc.) throughout the year.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary
	Formative		

	Nov	Feb	May
	50%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97.8%.
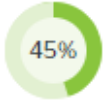
Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: The Keith staff will recognize students with perfect attendance each nine weeks. The staff will also recognize students with perfect attendance for the school year in May.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97.8% each nine weeks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Registrar and classroom teachers	**Nov**	**Feb**	**May**
	50%	✗	✗
0% No Progress 100% Accomplished ➜ Continue/Modify ✗ Discontinue			

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

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

> **Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: All staff members will effectively teach and reward students according to our PBIS- Keith matrix.	Formative		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principal Counselors, AP secretary, PBIS data committee	45%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: Assistant Principals will present information on restorative discipline practices for special education students and African American students during committee meetings and/or staff meetings.	Formative		
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principal Counselors, AP secretary, PBIS data committee	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Each homeroom will facilitate class meetings and topics will include concerns or issues in the classroom, school, etc. Social skills lessons will be taught and Assistant Principals will support students that are exhibiting difficulty with social skills.	Formative		
Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principal Counselors, AP secretary, PBIS data committee and teachers	45%	65%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: The Keith staff will serve as mentors for students that are having a difficult time following the Keith matrix.	Formative		
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be at 0%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principal Counselors, AP secretary, PBIS data committee and teachers	100%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Keith Staff participated in 7 hours of Trauma Informed Resilient Schools training in the summer of 2020.	**Formative**		
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principal Counselors, AP secretary, PBIS data committee and teachers	**Nov**	**Feb**	**May**
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 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		
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** CSHAC Team	50%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 3%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Keith administrative team will recognize staff members with perfect attendance each nine weeks during the monthly staff meeting.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, AP Secretary, Campus Secretary	**Nov**	**Feb**	**May**
	50%	✗	✗
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will participate in 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		
Strategy 1: High-Quality Professional Development: Professional Development Opportunities at Keith for the 20-21 school year will center around Schoology and meeting the needs of the gifted/talented learner as well as our targeted student populations.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Keith staff will report at 90% or above on the Employee Perception Survey that professional development at the campus met their needs. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Staff Development liaison **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parents and guardians will be invited to attend and/or volunteer at a variety of school events to increase their knowledge of our curriculum and/or to celebrate students' achievements. We hope to increase the number of opportunities for on-campus events.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Campus Secretary, and PTO	45%	80%	100%
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue			

State Compensatory

Budget for Keith Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Keith Elementary School

Name	Position	FTE
1 position	Reaching Enrichment/SGRI Teacher	1

Campus Funding Summary

-table					

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Extra Duty Pay		$2,700.00
1	2	2	Intervention Kits		$10,000.00
1	2	2	Core Content Area Interventionist Pay		$70,000.00
1	2	3	Instructional Supplies		$2,500.00
1	2	4	Instructional Materials, Online subscriptions, books		$10,800.00
1	2	5	Consultant		$4,000.00
				Sub-Total	$100,000.00
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Temporary Worker Pay		$1,500.00
				Sub-Total	$1,500.00

Addendums

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	Keith	All	175	145	83%	86%	3%	157	141	90%
Math	3	Keith	Hispanic	42	34	81%	84%	3%	33	29	88%
Math	3	Keith	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Keith	Asian	18	13	72%	76%	4%	24	24	100%
Math	3	Keith	African Am.	24	16	67%	72%	5%	17	15	88%
Math	3	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Keith	White	82	75	91%	92%	1%	76	67	88%
Math	3	Keith	Two or More	9	7	78%	80%	2%	7	6	86%
Math	3	Keith	Eco. Dis.	47	33	70%	73%	3%	48	41	85%
Math	3	Keith	LEP Current	14	10	71%	74%	3%	14	10	71%
Math	3	Keith	At-Risk	56	38	68%	71%	3%	57	46	81%
Math	3	Keith	SPED	14	9	64%	70%	6%	15	8	53%
Math	4	Keith	All	170	134	79%	82%	3%	201	168	84%
Math	4	Keith	Hispanic	41	28	68%	71%	3%	50	40	80%
Math	4	Keith	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Keith	Asian	21	18	86%	88%	2%	24	18	75%
Math	4	Keith	African Am.	17	12	71%	74%	3%	27	19	70%
Math	4	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Keith	White	80	67	84%	86%	2%	89	80	90%
Math	4	Keith	Two or More	10	8	80%	82%	2%	10	10	100%
Math	4	Keith	Eco. Dis.	38	26	68%	71%	3%	55	43	78%
Math	4	Keith	LEP Current	13	3	23%	50%	27%	18	11	61%
Math	4	Keith	At-Risk	45	32	71%	73%	2%	82	54	66%
Math	4	Keith	SPED	8	1	13%	50%	37%	22	12	55%
Math	5	Keith	All	150	137	91%	93%	2%	200	189	95%
Math	5	Keith	Hispanic	37	32	86%	88%	2%	50	48	96%
Math	5	Keith	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Keith	Asian	15	14	93%	94%	1%	34	34	100%
Math	5	Keith	African Am.	24	20	83%	85%	2%	19	16	84%
Math	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Keith	White	69	66	96%	97%	1%	85	79	93%
Math	5	Keith	Two or More	*	*	*	*	*	11	11	100%
Math	5	Keith	Eco. Dis.	40	36	90%	91%	1%	59	56	95%
Math	5	Keith	LEP Current	9	7	78%	81%	3%	19	18	95%
Math	5	Keith	At-Risk	42	33	79%	81%	2%	110	101	92%
Math	5	Keith	SPED	14	10	71%	74%	3%	15	9	60%

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	Keith	All	175	149	85%	88%	3%	157	144	92%
Reading	3	Keith	Hispanic	42	35	83%	86%	3%	33	28	85%
Reading	3	Keith	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Keith	Asian	18	14	78%	82%	4%	24	24	100%
Reading	3	Keith	African Am.	24	18	75%	79%	4%	17	16	94%
Reading	3	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Keith	White	82	75	91%	92%	1%	76	70	92%
Reading	3	Keith	Two or More	9	7	78%	81%	3%	7	6	86%
Reading	3	Keith	Eco. Dis.	47	34	72%	76%	4%	48	41	85%
Reading	3	Keith	LEP Current	14	9	64%	70%	6%	14	9	64%
Reading	3	Keith	At-Risk	56	39	70%	73%	3%	57	45	79%
Reading	3	Keith	SPED	14	10	71%	72%	1%	15	6	40%
Reading	4	Keith	All	170	147	86%	90%	4%	200	183	92%
Reading	4	Keith	Hispanic	41	35	85%	88%	3%	49	46	94%
Reading	4	Keith	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Keith	Asian	21	21	100%	100%	0%	24	20	83%
Reading	4	Keith	African Am.	17	15	88%	90%	2%	27	25	93%
Reading	4	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Keith	White	80	67	84%	87%	3%	89	82	92%
Reading	4	Keith	Two or More	10	8	80%	83%	3%	10	9	90%
Reading	4	Keith	Eco. Dis.	38	32	84%	87%	3%	55	48	87%
Reading	4	Keith	LEP Current	13	9	69%	73%	4%	18	13	72%
Reading	4	Keith	At-Risk	45	38	84%	87%	3%	82	66	80%
Reading	4	Keith	SPED	8	1	13%	50%	37%	22	15	68%
Reading	5	Keith	All	148	142	96%	97%	1%	200	188	94%
Reading	5	Keith	Hispanic	36	33	92%	94%	2%	50	46	92%
Reading	5	Keith	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Keith	Asian	15	15	100%	100%	0%	34	34	100%
Reading	5	Keith	African Am.	24	22	92%	93%	1%	19	17	89%
Reading	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Keith	White	68	67	99%	100%	1%	85	79	93%
Reading	5	Keith	Two or More	*	*	*	*	*	11	11	100%
Reading	5	Keith	Eco. Dis.	39	39	100%	100%	0%	59	55	93%
Reading	5	Keith	LEP Current	8	7	88%	90%	2%	19	16	84%
Reading	5	Keith	At-Risk	41	37	90%	91%	1%	110	98	89%
Reading	5	Keith	SPED	13	12	92%	93%	1%	15	9	60%

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	Keith	All	148	136	92%	93%	1%	200	184	92%
Science	5	Keith	Hispanic	36	31	86%	88%	2%	50	46	92%
Science	5	Keith	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Keith	Asian	14	13	93%	94%	1%	34	32	94%
Science	5	Keith	African Am.	24	21	88%	90%	2%	19	18	95%
Science	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Keith	White	69	66	96%	97%	1%	85	77	91%
Science	5	Keith	Two or More	*	*	*	*	*	11	10	91%
Science	5	Keith	Eco. Dis.	41	38	93%	94%	1%	59	55	93%
Science	5	Keith	LEP Current	8	5	63%	70%	7%	19	18	95%
Science	5	Keith	At-Risk	41	34	83%	85%	2%	110	96	87%
Science	5	Keith	SPED	14	13	93%	94%	1%	15	9	60%

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	Keith	All	170	84	49%	51%	2%	201	96	48%
Math	4	Keith	Hispanic	41	16	39%	41%	2%	50	24	48%
Math	4	Keith	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Keith	Asian	21	16	76%	77%	1%	24	13	54%
Math	4	Keith	African Am.	17	5	29%	32%	3%	27	4	15%
Math	4	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Keith	White	80	42	53%	55%	2%	89	48	54%
Math	4	Keith	Two or More	10	4	40%	42%	2%	10	6	60%
Math	4	Keith	Eco. Dis.	38	12	32%	34%	2%	55	18	33%
Math	4	Keith	LEP Current	13	2	15%	20%	5%	18	6	33%
Math	4	Keith	At-Risk	45	24	53%	55%	2%	82	20	24%
Math	4	Keith	SPED	8	0	0%	10%	10%	22	6	27%
Math	5	Keith	All	150	106	71%	73%	2%	200	144	72%
Math	5	Keith	Hispanic	37	22	59%	61%	2%	50	30	60%
Math	5	Keith	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Keith	Asian	15	11	73%	74%	1%	34	31	91%
Math	5	Keith	African Am.	24	12	50%	52%	2%	19	11	58%
Math	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Keith	White	69	57	83%	85%	2%	85	63	74%
Math	5	Keith	Two or More	*	*	*	*	*	11	8	73%
Math	5	Keith	Eco. Dis.	40	27	68%	69%	1%	59	38	64%
Math	5	Keith	LEP Current	9	3	33%	35%	2%	19	11	58%
Math	5	Keith	At-Risk	42	18	43%	45%	2%	110	68	62%
Math	5	Keith	SPED	14	8	57%	59%	2%	15	3	20%
Reading	4	Keith	All	170	94	55%	57%	2%	200	146	73%
Reading	4	Keith	Hispanic	41	17	41%	43%	2%	49	35	71%
Reading	4	Keith	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Keith	Asian	21	17	81%	83%	2%	24	15	63%
Reading	4	Keith	African Am.	17	8	47%	49%	2%	27	16	59%
Reading	4	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Keith	White	80	47	59%	61%	2%	89	71	80%
Reading	4	Keith	Two or More	10	4	40%	42%	2%	10	8	80%
Reading	4	Keith	Eco. Dis.	38	17	45%	47%	2%	55	36	65%
Reading	4	Keith	LEP Current	13	2	15%	17%	2%	18	8	44%
Reading	4	Keith	At-Risk	45	26	58%	61%	3%	82	41	50%
Reading	4	Keith	SPED	8	0	0%	10%	10%	22	9	41%

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	Keith	All	148	102	69%	71%	2%	200	160	80%
Reading	5	Keith	Hispanic	36	18	50%	52%	2%	50	36	72%
Reading	5	Keith	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Keith	Asian	15	10	67%	67%	0%	34	33	97%
Reading	5	Keith	African Am.	24	16	67%	69%	2%	19	14	74%
Reading	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Keith	White	68	53	78%	79%	1%	85	66	78%
Reading	5	Keith	Two or More	*	*	*	*	*	11	10	91%
Reading	5	Keith	Eco. Dis.	39	25	64%	66%	2%	59	48	81%
Reading	5	Keith	LEP Current	8	1	13%	20%	7%	19	13	68%
Reading	5	Keith	At-Risk	41	19	46%	48%	2%	110	77	70%
Reading	5	Keith	SPED	13	6	46%	48%	2%	15	7	47%
Science	5	Keith	All	148	91	61%	62%	1%	200	133	67%
Science	5	Keith	Hispanic	36	19	53%	55%	2%	50	25	50%
Science	5	Keith	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Keith	Asian	14	10	71%	72%	1%	34	29	85%
Science	5	Keith	African Am.	24	10	42%	44%	2%	19	10	53%
Science	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Keith	White	69	47	68%	70%	2%	85	60	71%
Science	5	Keith	Two or More	*	*	*	*	*	11	8	73%
Science	5	Keith	Eco. Dis.	41	23	56%	58%	2%	59	34	58%
Science	5	Keith	LEP Current	8	1	13%	20%	7%	19	11	58%
Science	5	Keith	At-Risk	41	17	41%	43%	2%	110	60	55%
Science	5	Keith	SPED	14	3	21%	25%	4%	15	4	27%

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	Keith	All	175	41	23%	24%	1%	157	55	35%
Math	3	Keith	Hispanic	42	9	21%	22%	1%	33	7	21%
Math	3	Keith	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Keith	Asian	18	5	28%	29%	1%	24	13	54%
Math	3	Keith	African Am.	24	4	17%	18%	1%	17	5	29%
Math	3	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Keith	White	82	21	26%	27%	1%	76	29	38%
Math	3	Keith	Two or More	9	2	22%	23%	1%	7	1	14%
Math	3	Keith	Eco. Dis.	47	8	17%	18%	1%	48	15	31%
Math	3	Keith	LEP Current	14	1	7%	8%	1%	14	3	21%
Math	3	Keith	At-Risk	56	6	11%	12%	1%	57	14	25%
Math	3	Keith	SPED	14	4	29%	30%	1%	15	4	27%
Math	4	Keith	All	170	55	32%	33%	1%	201	47	23%
Math	4	Keith	Hispanic	41	8	20%	21%	1%	50	11	22%
Math	4	Keith	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Keith	Asian	21	14	67%	68%	1%	24	6	25%
Math	4	Keith	African Am.	17	3	18%	19%	1%	27	3	11%
Math	4	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Keith	White	80	26	33%	34%	1%	89	24	27%
Math	4	Keith	Two or More	10	3	30%	31%	1%	10	3	30%
Math	4	Keith	Eco. Dis.	38	8	21%	22%	1%	55	6	11%
Math	4	Keith	LEP Current	13	0	0%	5%	5%	18	2	11%
Math	4	Keith	At-Risk	45	16	36%	37%	1%	82	6	7%
Math	4	Keith	SPED	8	0	0%	5%	5%	22	2	9%
Math	5	Keith	All	150	61	41%	42%	1%	200	87	44%
Math	5	Keith	Hispanic	37	10	27%	28%	1%	50	14	28%
Math	5	Keith	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Keith	Asian	15	9	60%	61%	1%	34	27	79%
Math	5	Keith	African Am.	24	8	33%	34%	1%	19	6	32%
Math	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Keith	White	69	31	45%	46%	1%	85	35	41%
Math	5	Keith	Two or More	*	*	*	*	*	11	4	36%
Math	5	Keith	Eco. Dis.	40	14	35%	36%	1%	59	22	37%
Math	5	Keith	LEP Current	9	1	11%	12%	1%	19	6	32%
Math	5	Keith	At-Risk	42	9	21%	22%	1%	110	32	29%
Math	5	Keith	SPED	14	2	14%	15%	1%	15	1	7%

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	Keith	All	175	61	35%	36%	1%	157	87	55%
Reading	3	Keith	Hispanic	42	15	36%	37%	1%	33	13	39%
Reading	3	Keith	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Keith	Asian	18	6	33%	34%	1%	24	20	83%
Reading	3	Keith	African Am.	24	6	25%	26%	1%	17	9	53%
Reading	3	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Keith	White	82	33	40%	41%	1%	76	42	55%
Reading	3	Keith	Two or More	9	1	11%	12%	1%	7	3	43%
Reading	3	Keith	Eco. Dis.	47	10	21%	22%	1%	48	22	46%
Reading	3	Keith	LEP Current	14	3	21%	22%	1%	14	7	50%
Reading	3	Keith	At-Risk	56	6	11%	12%	1%	57	25	44%
Reading	3	Keith	SPED	14	4	29%	30%	1%	15	5	33%
Reading	4	Keith	All	170	52	31%	32%	1%	200	84	42%
Reading	4	Keith	Hispanic	41	9	22%	23%	1%	49	20	41%
Reading	4	Keith	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Keith	Asian	21	7	33%	34%	1%	24	8	33%
Reading	4	Keith	African Am.	17	3	18%	19%	1%	27	9	33%
Reading	4	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Keith	White	80	29	36%	37%	1%	89	42	47%
Reading	4	Keith	Two or More	10	4	40%	41%	1%	10	5	50%
Reading	4	Keith	Eco. Dis.	38	7	18%	19%	1%	55	19	35%
Reading	4	Keith	LEP Current	13	0	0%	5%	5%	18	4	22%
Reading	4	Keith	At-Risk	45	9	20%	21%	1%	82	18	22%
Reading	4	Keith	SPED	8	0	0%	5%	5%	22	2	9%
Reading	5	Keith	All	148	77	52%	53%	1%	200	116	58%
Reading	5	Keith	Hispanic	36	13	36%	37%	1%	50	24	48%
Reading	5	Keith	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Keith	Asian	15	9	60%	61%	1%	34	30	88%
Reading	5	Keith	African Am.	24	12	50%	51%	1%	19	9	47%
Reading	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Keith	White	68	38	56%	57%	1%	85	48	56%
Reading	5	Keith	Two or More	*	*	*	*	*	11	5	45%
Reading	5	Keith	Eco. Dis.	39	21	54%	55%	1%	59	39	66%
Reading	5	Keith	LEP Current	8	0	0%	5%	5%	19	8	42%
Reading	5	Keith	At-Risk	41	12	29%	30%	1%	110	49	45%
Reading	5	Keith	SPED	13	3	23%	24%	1%	15	3	20%

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	Keith	All	148	51	34%	35%	1%	200	71	36%
Science	5	Keith	Hispanic	36	11	31%	32%	1%	50	8	16%
Science	5	Keith	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Keith	Asian	14	7	50%	51%	1%	34	22	65%
Science	5	Keith	African Am.	24	5	21%	22%	1%	19	3	16%
Science	5	Keith	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Keith	White	69	26	38%	39%	1%	85	34	40%
Science	5	Keith	Two or More	*	*	*	*	*	11	3	27%
Science	5	Keith	Eco. Dis.	41	12	29%	30%	1%	59	14	24%
Science	5	Keith	LEP Current	8	1	13%	14%	1%	19	5	26%
Science	5	Keith	At-Risk	41	11	27%	28%	1%	110	31	28%
Science	5	Keith	SPED	14	1	7%	8%	1%	15	2	13%

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 64% to 74% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
64%	66%	68%	71%	74%

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		54%	60%						53%			64%	
2022	NA	56%	62%	NA	NA	NA	NA	NA	55%	NA	NA	66%	NA
2023	NA	58%	64%	NA	NA	NA	NA	NA	57%	NA	NA	68%	NA
2024	NA	61%	67%	NA	NA	NA	NA	NA	60%	NA	NA	71%	NA
2025	NA	64%	70%	NA	NA	NA	NA	NA	63%	NA	NA	74%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 71% to 81% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
71%	73%	75%	78%	81%

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		59%	79%						61%			72%	
2022	NA	61%	81%	NA	NA	NA	NA	NA	63%	NA	NA	74%	NA
2023	NA	63%	83%	NA	NA	NA	NA	NA	65%	NA	NA	76%	NA
2024	NA	66%	86%	NA	NA	NA	NA	NA	68%	NA	NA	79%	NA
2025	NA	69%	89%	NA	NA	NA	NA	NA	71%	NA	NA	82%	NA

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *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 or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 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.