Cypress-Fairbanks Independent School District

Lee Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

Lee Elementary will provide a safe and structured environment that will support students academically, emotionally, and socially. It is the goal of this campus to shape the educational foundation of every student.

Vision

LABS - Learn. Achieve. Believe. Succeed.

BARK

Best Effort

Act Honestly

Responsible and Respectful

Kind

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2021

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: Our CNA committee met to analyze data, comprise the problem statements and root causes for each subject area, as well as discipline, and discuss strategies to address our areas of need. The committee members broke into smaller groups to facilitate focused discussion and then came back together as a whole. Information from each group was shared and decisions were made regarding the best ways to support our students.

In summary, the comprehensive needs assessment denotes the following: It was noted that our major areas of concern included Special Education, Economically Disadvantaged and Hispanic students overall; the need for a consistent strategy that is vertically aligned in the core subject areas; and Parent engagement limitations due to safety protocols.

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 various locations within the community such as the Stonehaven Apartment Office.

Student Achievement

Student Achievement Summary

Student Achievement Strengths

- Writing: More than half of our ED and EL populations reached Approaches on the STAAR
- Writing: The written composition scores increased from our previous STAAR data
- Reading: Fifth grade scores were within 10% in each target group on STAAR
- Reading: All M2 students reached Approaches or higher on the STAAR
- Math: Fifth grade scores were at 88% in the Approaches and Meets categories on STAAR
- Science: There is consistent mastery in specific TEKS as students progress from second to fifth grade

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our bilingual population are not consistently meeting the set targets and are underperforming overall. **Root Cause:** Reading: Teachers have identified gaps in foundational instructional content due to the pace and delivery of curriculum.

Problem Statement 2: Writing: Our bilingual and LEP populations are underperforming and scoring below district averages on assessments. **Root Cause:** Writing: Teachers have identified an inability to meet the needs of the whole child, due to the student expectations and pace of curriculum provided.

Problem Statement 3: Math: The academic achievement gaps between each target group, especially our African American population, is greater than 10% of our highest target group. **Root Cause:** Math: There is a lack of opportunity for school wide vertical alignment, and a need to develop a common delivery of content, and the strategies relating to curriculum.

Problem Statement 4: Science: Our LEP, African American and Hispanic target groups are underperforming on assessments. **Root Cause:** Science: We need to continue to focus on building academic and conversational vocabulary, including word meaning, to ensure students are able to apply their knowledge and understanding on assessments.

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 the need for immediate remote learning.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

- Student attendance 95.79%
- Low office referrals overall (142 total)
- Self-Manager program
- PBIS is established school wide
- PBIS Level 2 check-in procedures
- Capturing Kids Hearts strategies are used in teachers classrooms
- Dan St. Romain social skills taught in all grade levels
- Project Safety taught in smaller group setting
- Sanford Harmony is implemented multiple times a week in classrooms

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: The majority of office referrals are happening in the classroom setting. **Root Cause:** School Culture and Climate: There is a lack of understanding that social skills and academics go together.

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 children first)
- Many opportunities for staff recognition
- Providing teacher led staff development specific to teachers needs (PLC)
- Building teachers' capacity and growth by providing video coaching
- Mentor/Mentee program with monthly meetings
- Lee staff is highly qualified
- Low staff absentee percentage

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There is a noticeable increase in staff absences specifically on Mondays and Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: Due to the change in our school hours, teachers must take a half day or full day for personal needs or medical appointments.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Multiple opportunities for parent involvement virtually
- Multiple opportunities for parents to leave feedback and ideas
- Provide translations (Spanish, Vietnamese and sign language)
- Provide technology support and distribution of devices to parents at various and flexible times
- Communicate through a variety of forums (email, text, remind, school messenger, social media, 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, Family Literacy Night and Family Math Night. **Root Cause:** Parent and Community Engagement: Lee will provide a more interactive and hands-on approach to promote more parent and family involvement overall.

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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

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
- State-developed online interim assessments

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- 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

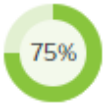
Revised/Approved: October 12, 2021

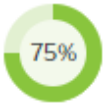
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

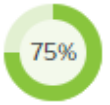
Performance Objective 1: Curriculum and Instruction & Accountability: By May 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

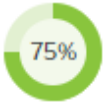
Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

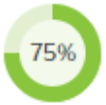
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Reading: Provide professional development training, vertical planning opportunities, extended planning times and materials to increase growth in target students. **Strategy's Expected Result/Impact:** Our targeted populations and underperforming students will show accelerated growth and increased reading levels. In addition, they will utilize critical reading skills across content areas as a result of the Two Chicks Workshops, Learning A-Z, Education Galaxy, SmartyAnts, Scholastic News Subscriptions, Estrellita Resources, BrainPop, and additional opportunities/products as they arise. Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Two Chicks Workshops - Title I - $1,775, Websites and Educational Resources (Ed. Galaxy, Scholastic...) - Title I - $14,121			

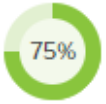
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Writing: Teachers will participate in professional development focusing on vertical alignment, the needs of the whole child, and address the pacing of the curriculum provided to meet the needs of our target student groups. **Strategy's Expected Result/Impact:** The expectation is that students will gain confidence in their writing process abilities, and have individual needs addressed through the professional development teachers attend. (ie. Elizabeth Martin) Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Funding Sources:** Elizabeth Martin PD - Title I - $7,750			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Writing: Provide vertical and extended planning opportunities and materials for teachers to develop a plan for student intervention in order to address the specific writing process needs. **Strategy's Expected Result/Impact:** The expectation is that our targeted populations and underperforming students will show incremental growth as a result of intentional planning, including collaborative vertical scoring sessions. Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Funding Sources:** Subs for Vertical and Extended Planning - Title I - $1,250			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Math: Provide professional development to improve the delivery of curriculum, use of academic vocabulary, vertical planning and school wide strategies that are applicable to all student groups. **Strategy's Expected Result/Impact:** The expectation is that our targeted populations and underperforming students will be within 10% of our highest performing target group as a result of extended planning, hands on materials, and professional development sessions with Garland Linkenhoger. Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Funding Sources:** Garland Linkenhoger (Math Link) - Title I - $8,000			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Science: Provide professional development and vertical planning opportunities to increase student growth in vertically aligned critical reading skills, academic vocabulary and strategies. **Strategy's Expected Result/Impact:** The expectation is that our targeted populations and underperforming students show growth in use of strategies, vocabulary and critical reading skills from teachers attending various professional development opportunities (ie. CAST, Region 4, etc.) and sharing during vertical planning. Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists **Funding Sources:** CAST, Region 4 and other PD - Title I - $3,000			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Lee will implement 45 minutes of Genius Lab time at the beginning of each day. This will include individualized small group intervention and enrichment for targeted student groups, and will utilize temporary workers, interventionists, paraeducators and large group teachers. **Strategy's Expected Result/Impact:** The expectation is that students will be within 10% of our highest performing target group at or before the end of this school year. Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers			

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 7: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Genius Lab Time, Field Trips, Family Nights, Student Council, Flag Crew, Watt Watchers, and Principal's Advisory Team. **Strategy's Expected Result/Impact:** Genius Lab Time: students can receive necessary intervention and enrichment in a small group setting. Field Trips: students will engage in field trips to enrich their educational experiences. Family Nights: families will engage in curriculum family nights to better strengthen the home and school partnership. Student Council, Flag Crew, Watt Watchers, Principal Advisory Team: upper elementary students may join in order to better the school, as well as grow and develop leadership skills. Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5			

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 8: Deepen understanding of and address specific academic needs of the economically disadvantaged, Hispanic, African American, special education, and LEP student groups in an effort to address the needs of all students, particularly at-risk.	75%	90%	100%

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target table.

1. Substitutes for the following: extended planning, professional development, support for assessments, additional support for student events.

2. Staff members will provide extra duty time through before/after school tutorials, professional development, vertical plannings, and data analysis meetings to best drive instruction and increase student growth.

3. Temporary workers for additional support to increase student academic success and growth.

4. Instructional supplies such as paper, anchor charts, folders, binders, journals, markers, sticky notes, printer ink, etc. for staff and students to utilize for strategies and practices that increase student academic success.

5. Professional development registrations, books and/or webinars to increase staff knowledge of curriculum content, student behavior, working with at-risk students, children of poverty, enrichment for a gifted student, working with virtual students, technology, etc.

6. Consumable materials needed to support math, science, and literacy activities for all students to participate in hands-on learning to increase student achievement.

7. Stickers, folders, pencils, and other small incentives for students to increase learning, increase behavior and increase academic success.

8. Class size reduction teachers in fourth and fifth grades to increase growth in students, an additional para for student support, and (half) an At-Risk position.

9. Funds for student scholarships and materials to attend summer enrichment programs.

10. Snacks provided to students during tutorials and assessments.

11. Technology and resources for classroom instruction to be utilized by teachers and students.

12. Funds to purchase Action Based Lab equipment and training for staff to become certified in using the equipment with data driven purpose.

13. Funds for bus transportation and student entry for field trips to increase real-world experiences that are specifically tied to grade level content TEKS; and bus transportation for tutorials after school.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Title 1 Coordinator

Schoolwide and Targeted Assistance Title I Elements: 2.6

Funding Sources: Substitutes for Title 1 Staff and PD - Title I - $2,500, Extra Duty Pay - Tutorials/PD - Title I - $6,900, Professional Development (ie. registrations, books, webinars, etc.) - Title I - $5,500, Temporary Workers - Title I - $19,000,

Incentives for Student Achievement - Title I - $250, Salaries: Class Size Reduction Teachers, Paraprofessional, At-Risk position - Title I - $216,000, Student Scholarships - Title I - $200, Snacks for Tutorials and Assessments - Title I - $500, Instructional Supplies/Materials - Title I - $32,460, ABL Lab Equipment and Training - Title I - $2,500, Transportation and Entry for Field Trips & Tutorials - Title I - $6,700			

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Before and after school tutoring - teachers will meet with small groups during tutorials to reteach foundational core content curriculum to specific students and target groups. **Strategy's Expected Result/Impact:** Students attending after school tutoring will have a 25% increase in growth from their average score of pre to post assessment by grade level. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Testing Coordinator **Funding Sources:** Tutorials - ESSER III - $15,012	75%	100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Core Content Area Interventionist - an experienced teacher will be hired as a primary reading interventionist to help struggling students with foundational reading skills and strategies. **Strategy's Expected Result/Impact:** By the end of the 2021-22 school year, 90% of the students working with the reading core content area interventionist will reach grade level reading standard set forth by CFISD. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists **Funding Sources:** Primary Reading Interventionist - ESSER III - $77,488	75%	100%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Temporary Worker - an experienced teacher will be hired as a temporary worker to help struggling students with foundational reading and math skills and strategies. **Strategy's Expected Result/Impact:** By the end of the 2021-22 school year, 80% of the students working with the temporary worker/interventionist will reach the approaches performance measure on their Spring 2022 STAAR test. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Testing Coordinator **Funding Sources:** Temporary Worker - Intervention - ESSER III - $7,500	0%	0%	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		
	Formative		
	Nov	Feb	May
Strategy 1: The supplementary SCE funds will be used to reduce the disparity in performance on STAAR for students who are at-risk. **Strategy's Expected Result/Impact:** Our educationally disadvantaged and at-risk students will meet or exceed the STAAR performance targets noted on the attached CIP data table by: 1. Purchase supplies for supporting the instructional needs of at-risk students 2. Purchase equipment for the ABL Lab or training for the staff on how to use it to increase student growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Principal Secretary, **Funding Sources:** Temporary Worker, Snacks, Incentives, ABL Lab - Special Allotment: Compensatory Education - $3,435	75%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: The campus will implement the district policies for safety, as well as implement PBIS, Capturing Kids Hearts, HUGS buddies, Sanford Harmony, Project Safety, and student mentoring program. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Front Desk Personnel	100%	100%	100%

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

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

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

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

Evaluation Data Sources: Student attendance records

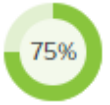
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Student Attendance: Attendance will be monitored according to the district guidelines for all students. Perfect attendance will be celebrated at the end of each marking period. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 95.8%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Admin/Principal Secretaries, Registrar, Counselors, Teachers			

 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 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be maintained at or below 190 total referrals.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Restorative Discipline: The campus will implement a variety of strategies and programs to support a safe environment for all students including, but not limited to PBIS, Dan St. Romain Social Skills, Capturing Kids Hearts, Core Essentials, Project Safety, Quantum Learning, and Sanford Harmony. Students, staff and community will be aware of the Cy-Fair Tipline and understand how to use it. **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, PBIS Team			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: In School Suspensions: The campus will implement the above mentioned programs with restorative discipline, alongside the continuum of discipline with required steps taken before suspension for most behaviors and incidents. The campus will also create individualized behavior plans to support students with the goal of preventing in school suspensions when appropriate. **Strategy's Expected Result/Impact:** In School Suspensions for SPED African American students will be reduced by 50%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Out of School Suspensions: The campus will implement the above mentioned programs with restorative discipline, alongside a continuum of discipline with required steps taken before suspension for most behaviors and incidents. The campus will also create individualized behavior plans to support students with the goal of preventing out of school suspensions when appropriate. **Strategy's Expected Result/Impact:** Out of school suspensions will be reduced by 50%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Special Opportunity School (SOS) Placements: The campus will continue to implement the above mentioned programs with restorative discipline, alongside the continuum of discipline, as well as create individual behavior plans to support students with the goal to prevent students being placed at SOS. **Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Violence Prevention: The campus will continue to implement a variety of strategies and programs to create a safe learning environment for all students including, but not limited to PBIS, Capturing Kids Hearts, Core Essentials, Project Safety, HUGS Buddies, Quantum Learning, and Sanford Harmony. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors			

 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		
	Formative		
	Nov	Feb	May
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines. **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			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every marking period with treats, shout-outs, door hanger requests, and other various types of acknowledgement. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Principal Secretary	25%	50%	100%

No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High-Quality Professional Development: The campus will provide a variety of professional development opportunities that are targeted and specific to the needs of the staff through PLCs. These include, but are not limited to: Campus Subscriptions or Websites (ie. Education Galaxy, Schoology, Google Drive, BrainPop), Technology Training (ie. lightspeed, student devices), Running Record Training, Math Manipulative Use, Behavior Intervention Strategies, Book Studies, and others as the need is identified. **Strategy's Expected Result/Impact:** The expectation is that all staff will have opportunities to strengthen their individual skill set and reduce individual areas of professional weakness. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals			

 No Progress Accomplished Continue/Modify Discontinue

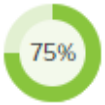
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 20%.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
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, Spanish and Vietnamese, in several different methods: newsletters, school messenger, social media, text messages, remind, and the marquee. Materials for these parent nights will be purchased and provided to the parents at no cost, child care will be provided by paraprofessionals for all events necessary, and translation services and support will also be provided by the campus. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 20%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers **Funding Sources:** Family Event Translations, Childcare, and Materials - Title I - $4,200	75%	100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Title I Campus: Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school. This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Stonehaven Apartment Complex, Longhorn/Shorthorn Trailer Park Community Center **Strategy's Expected Result/Impact:** 100% of parents and family members will have access to the Parent and Family Engagement Policy. **Staff Responsible for Monitoring:** Principal, Title 1 Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 3.1	75%	100%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Title I Campus: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement opportunities including, but not limited to: Daily Teacher Conference Times: available year round Meet the Teacher - August 17-19 Family Fitness Night - October 5 Book Fair Week - October 21-29 Family Math Night - October 26 Field Days - November 17-19 Family Literacy Night - December 7 Pastries with Parents - January 21 Father (figure)/Daughter Dance - February 11 Rodeo Days - February 24-25 Multicultural Festival - March 5 Mother (figure)/Son Game Night - April 22 Self Manager Game Day - May 13 PreK Celebration Day - May 20 Graduation (kinder and fifth) - May 25 Counselor's Corner - last Wednesday of each month Mom's with HEART - first Friday of each month **Strategy's Expected Result/Impact:** Parent and family participation will increase by 20% due to the campus offering flexible meeting dates and times. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Librarian, Title 1 Coordinator, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 3.2			

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Lee Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Lee Elementary School

Name	Position	FTE
1 position	Core Content Area Interventionist	1
1 position	Testing Coordinator	1
1 position	Core Content Area Coach	1
3 positions	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Staff	4th Grade Teacher	Class-size Reduction	1
Staff	5th Grade Teacher	Class-size Reduction	1
Staff	Testing Coordinator	Assessment	.5

2021-2022 CPOC

Committee Role	Name	Position
Administrator	Susan Epperson	Principal
Administrator	Cathy Null	AP
Administrator	Elvira Ross	AP
Administrator	Lyla Payne	Counselor
Administrator	Susan Hensley	Counselor
Non-classroom Professional	Ava Clark	Literacy Instructional Specialist
Non-classroom Professional	Brittany Wadyka	Primary Instructional Specialist
Non-classroom Professional	Tassmaine Newton	Math/Science Instructional Specialist
Administrator	Amy Weibel	Nurse
Non-classroom Professional	Jessica Snyder	Testing Coordinator
Administrator	Melinda Aviles	Librarian
Paraprofessional	Dawn Wagner	Principal Secretary
Classroom Teacher	Andrea Barnes	Pre-K
Classroom Teacher	Talara Braswell	Kindergarten
Classroom Teacher	Dulce Garcia	First Grade
Classroom Teacher	Beatriz Gonzalez	Second Grade
Classroom Teacher	Joan Coats	Third Grade
Classroom Teacher	Alethea Pendarvis	Fifth Grade
Classroom Teacher	Kim Johnston	Special Education
Classroom Teacher	Marcy Karmout	Art Teacher
District-level Professional	Bevin Gordon	Director Health Services
Business Representative	Phillip Benavides	Business Representative
Parent	Chau Nguyen	Parent
Parent	Mica DeScioli	Parent
Classroom Teacher	Raven Corpus	Fourth Grade

Campus Funding Summary

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Tutorials		$15,012.00
1	2	2	Primary Reading Interventionist		$77,488.00
1	2	3	Temporary Worker - Intervention		$7,500.00
				Sub-Total	$100,000.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Two Chicks Workshops		$1,775.00
1	1	1	Websites and Educational Resources (Ed. Galaxy, Scholastic...)		$14,121.00
1	1	2	Elizabeth Martin PD		$7,750.00
1	1	3	Subs for Vertical and Extended Planning		$1,250.00
1	1	4	Garland Linkenhoger (Math Link)		$8,000.00
1	1	5	CAST, Region 4 and other PD		$3,000.00
1	1	8	Temporary Workers		$19,000.00
1	1	8	Professional Development (ie. registrations, books, webinars, etc.)		$5,500.00
1	1	8	Incentives for Student Achievement		$250.00
1	1	8	Instructional Supplies/Materials		$32,460.00
1	1	8	Student Scholarships		$200.00
1	1	8	Snacks for Tutorials and Assessments		$500.00
1	1	8	Extra Duty Pay - Tutorials/PD		$6,900.00
1	1	8	Substitutes for Title 1 Staff and PD		$2,500.00
1	1	8	ABL Lab Equipment and Training		$2,500.00
1	1	8	Transportation and Entry for Field Trips & Tutorials		$6,700.00
1	1	8	Salaries: Class Size Reduction Teachers, Paraprofessional, At-Risk position		$216,000.00
4	1	1	Family Event Translations, Childcare, and Materials		$4,200.00
				Sub-Total	$332,606.00

Special Allotment: Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Temporary Worker, Snacks, Incentives, ABL Lab		$3,435.00
				Sub-Total	$3,435.00

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	Lee	All	118	53	45%	70%	25%	111	71	64%
Math	3	Lee	Hispanic	75	27	36%	60%	24%	70	41	59%
Math	3	Lee	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Lee	Asian	12	11	92%	93%	1%	13	13	100%
Math	3	Lee	African Am.	12	4	33%	60%	27%	12	6	50%
Math	3	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Lee	White	13	8	62%	70%	8%	12	9	75%
Math	3	Lee	Two or More	*	*	*	*	*	*	*	*
Math	3	Lee	Eco. Dis.	90	37	41%	60%	19%	83	48	58%
Math	3	Lee	LEP Current	47	14	30%	60%	30%	27	17	63%
Math	3	Lee	At-Risk	89	32	36%	60%	24%	96	58	60%
Math	3	Lee	SPED	11	3	27%	60%	33%	14	5	36%
Math	4	Lee	All	126	50	40%	70%	30%	138	79	57%
Math	4	Lee	Hispanic	82	28	34%	60%	26%	79	44	56%
Math	4	Lee	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lee	Asian	18	11	61%	75%	14%	14	13	93%
Math	4	Lee	African Am.	13	4	31%	60%	29%	19	7	37%
Math	4	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lee	White	8	4	50%	65%	15%	16	8	50%
Math	4	Lee	Two or More	*	*	*	*	*	7	4	57%
Math	4	Lee	Eco. Dis.	98	30	31%	60%	29%	102	53	52%
Math	4	Lee	LEP Current	45	6	13%	60%	47%	50	24	48%
Math	4	Lee	At-Risk	82	32	39%	60%	21%	100	48	48%
Math	4	Lee	SPED	14	3	21%	60%	39%	19	4	21%
Math	5	Lee	All	145	110	76%	77%	1%	135	116	86%
Math	5	Lee	Hispanic	87	63	72%	73%	1%	86	73	85%
Math	5	Lee	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lee	Asian	25	24	96%	97%	1%	16	16	100%
Math	5	Lee	African Am.	19	12	63%	67%	4%	16	12	75%
Math	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lee	White	11	8	73%	74%	1%	12	12	100%
Math	5	Lee	Two or More	*	*	*	*	*	5	3	60%
Math	5	Lee	Eco. Dis.	108	82	76%	77%	1%	102	83	81%
Math	5	Lee	LEP Current	45	29	64%	67%	3%	47	37	79%
Math	5	Lee	At-Risk	100	71	71%	72%	1%	120	102	85%
Math	5	Lee	SPED	11	6	55%	67%	12%	15	7	47%

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	Lee	All	118	70	59%	70%	11%	111	84	76%
Reading	3	Lee	Hispanic	75	40	53%	70%	17%	70	50	71%
Reading	3	Lee	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Lee	Asian	12	10	83%	85%	2%	13	13	100%
Reading	3	Lee	African Am.	12	6	50%	65%	15%	12	8	67%
Reading	3	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Lee	White	13	10	77%	80%	3%	12	10	83%
Reading	3	Lee	Two or More	*	*	*	*	*	*	*	*
Reading	3	Lee	Eco. Dis.	90	51	57%	65%	8%	83	59	71%
Reading	3	Lee	LEP Current	47	19	40%	60%	20%	27	21	78%
Reading	3	Lee	At-Risk	89	43	48%	60%	12%	96	69	72%
Reading	3	Lee	SPED	11	4	36%	60%	24%	14	5	36%
Reading	4	Lee	All	127	81	64%	70%	6%	138	100	72%
Reading	4	Lee	Hispanic	83	49	59%	65%	6%	79	56	71%
Reading	4	Lee	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lee	Asian	18	17	94%	95%	1%	14	12	86%
Reading	4	Lee	African Am.	13	7	54%	65%	11%	19	12	63%
Reading	4	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lee	White	8	5	63%	70%	7%	16	12	75%
Reading	4	Lee	Two or More	*	*	*	*	*	7	5	71%
Reading	4	Lee	Eco. Dis.	99	55	56%	65%	9%	102	69	68%
Reading	4	Lee	LEP Current	45	20	44%	60%	16%	50	29	58%
Reading	4	Lee	At-Risk	83	52	63%	70%	7%	100	65	65%
Reading	4	Lee	SPED	14	4	29%	60%	31%	19	7	37%
Reading	5	Lee	All	144	113	78%	80%	2%	135	113	84%
Reading	5	Lee	Hispanic	87	64	74%	75%	1%	86	73	85%
Reading	5	Lee	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lee	Asian	25	23	92%	93%	1%	16	16	100%
Reading	5	Lee	African Am.	18	14	78%	80%	2%	16	11	69%
Reading	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lee	White	11	9	82%	83%	1%	12	9	75%
Reading	5	Lee	Two or More	*	*	*	*	*	5	4	80%
Reading	5	Lee	Eco. Dis.	107	83	78%	80%	2%	102	81	79%
Reading	5	Lee	LEP Current	45	23	51%	70%	19%	47	36	77%
Reading	5	Lee	At-Risk	99	69	70%	71%	1%	120	99	83%
Reading	5	Lee	SPED	11	6	55%	60%	5%	15	5	33%

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	Lee	All	143	104	73%	74%	1%	135	105	78%
Science	5	Lee	Hispanic	85	57	67%	70%	3%	86	68	79%
Science	5	Lee	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lee	Asian	25	24	96%	97%	1%	16	16	100%
Science	5	Lee	African Am.	19	11	58%	64%	6%	16	7	44%
Science	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lee	White	11	9	82%	83%	1%	12	10	83%
Science	5	Lee	Two or More	*	*	*	*	*	5	4	80%
Science	5	Lee	Eco. Dis.	107	75	70%	74%	4%	102	74	73%
Science	5	Lee	LEP Current	44	23	52%	64%	12%	47	33	70%
Science	5	Lee	At-Risk	98	67	68%	69%	1%	120	91	76%
Science	5	Lee	SPED	10	6	60%	64%	4%	15	7	47%

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	Lee	All	126	19	15%	40%	25%	138	43	31%
Math	4	Lee	Hispanic	82	7	9%	15%	6%	79	20	25%
Math	4	Lee	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lee	Asian	18	7	39%	40%	1%	14	12	86%
Math	4	Lee	African Am.	13	2	15%	25%	10%	19	3	16%
Math	4	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lee	White	8	2	25%	35%	10%	16	4	25%
Math	4	Lee	Two or More	*	*	*	*	*	7	3	43%
Math	4	Lee	Eco. Dis.	98	9	9%	15%	6%	102	26	25%
Math	4	Lee	LEP Current	45	2	4%	10%	6%	50	12	24%
Math	4	Lee	At-Risk	82	14	17%	25%	8%	100	23	23%
Math	4	Lee	SPED	14	2	14%	20%	6%	19	2	11%
Math	5	Lee	All	145	79	54%	65%	11%	135	77	57%
Math	5	Lee	Hispanic	87	42	48%	50%	2%	86	42	49%
Math	5	Lee	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lee	Asian	25	23	92%	95%	3%	16	15	94%
Math	5	Lee	African Am.	19	5	26%	30%	4%	16	8	50%
Math	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lee	White	11	6	55%	60%	5%	12	9	75%
Math	5	Lee	Two or More	*	*	*	*	*	5	3	60%
Math	5	Lee	Eco. Dis.	108	55	51%	60%	9%	102	52	51%
Math	5	Lee	LEP Current	45	16	36%	40%	4%	47	17	36%
Math	5	Lee	At-Risk	100	49	49%	55%	6%	120	63	53%
Math	5	Lee	SPED	11	4	36%	40%	4%	15	3	20%
Reading	4	Lee	All	127	33	26%	40%	14%	138	56	41%
Reading	4	Lee	Hispanic	83	16	19%	35%	16%	79	32	41%
Reading	4	Lee	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lee	Asian	18	7	39%	45%	6%	14	7	50%
Reading	4	Lee	African Am.	13	4	31%	35%	4%	19	5	26%
Reading	4	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lee	White	8	4	50%	55%	5%	16	8	50%
Reading	4	Lee	Two or More	*	*	*	*	*	7	3	43%
Reading	4	Lee	Eco. Dis.	99	17	17%	30%	13%	102	37	36%
Reading	4	Lee	LEP Current	45	1	2%	10%	8%	50	14	28%
Reading	4	Lee	At-Risk	83	19	23%	25%	2%	100	31	31%
Reading	4	Lee	SPED	14	1	7%	15%	8%	19	3	16%

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	Lee	All	144	64	44%	45%	1%	135	73	54%
Reading	5	Lee	Hispanic	87	31	36%	40%	4%	86	42	49%
Reading	5	Lee	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lee	Asian	25	19	76%	80%	4%	16	13	81%
Reading	5	Lee	African Am.	18	5	28%	35%	7%	16	9	56%
Reading	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lee	White	11	7	64%	65%	1%	12	6	50%
Reading	5	Lee	Two or More	*	*	*	*	*	5	3	60%
Reading	5	Lee	Eco. Dis.	107	41	38%	40%	2%	102	47	46%
Reading	5	Lee	LEP Current	45	4	9%	15%	6%	47	15	32%
Reading	5	Lee	At-Risk	99	33	33%	45%	12%	120	59	49%
Reading	5	Lee	SPED	11	3	27%	35%	8%	15	1	7%
Science	5	Lee	All	143	62	43%	55%	12%	135	61	45%
Science	5	Lee	Hispanic	85	28	33%	40%	7%	86	31	36%
Science	5	Lee	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lee	Asian	25	19	76%	80%	4%	16	14	88%
Science	5	Lee	African Am.	19	5	26%	30%	4%	16	7	44%
Science	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lee	White	11	7	64%	70%	6%	12	7	58%
Science	5	Lee	Two or More	*	*	*	*	*	5	2	40%
Science	5	Lee	Eco. Dis.	107	39	36%	40%	4%	102	42	41%
Science	5	Lee	LEP Current	44	5	11%	20%	9%	47	16	34%
Science	5	Lee	At-Risk	98	34	35%	40%	5%	120	52	43%
Science	5	Lee	SPED	10	3	30%	35%	5%	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	
					#	%				#	%
Math	3	Lee	All	118	13	11%	20%	9%	111	18	16%
Math	3	Lee	Hispanic	75	5	7%	10%	3%	70	8	11%
Math	3	Lee	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Lee	Asian	12	4	33%	40%	7%	13	5	38%
Math	3	Lee	African Am.	12	0	0%	10%	10%	12	0	0%
Math	3	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Lee	White	13	2	15%	20%	5%	12	5	42%
Math	3	Lee	Two or More	*	*	*	*	*	*	*	*
Math	3	Lee	Eco. Dis.	90	7	8%	10%	2%	83	10	12%
Math	3	Lee	LEP Current	47	1	2%	10%	8%	27	0	0%
Math	3	Lee	At-Risk	89	4	4%	10%	6%	96	12	13%
Math	3	Lee	SPED	11	0	0%	10%	10%	14	1	7%
Math	4	Lee	All	126	12	10%	15%	5%	138	19	14%
Math	4	Lee	Hispanic	82	3	4%	10%	6%	79	6	8%
Math	4	Lee	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lee	Asian	18	5	28%	30%	2%	14	8	57%
Math	4	Lee	African Am.	13	2	15%	20%	5%	19	0	0%
Math	4	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lee	White	8	2	25%	30%	5%	16	2	13%
Math	4	Lee	Two or More	*	*	*	*	*	7	3	43%
Math	4	Lee	Eco. Dis.	98	3	3%	10%	7%	102	9	9%
Math	4	Lee	LEP Current	45	1	2%	10%	8%	50	3	6%
Math	4	Lee	At-Risk	82	8	10%	15%	5%	100	9	9%
Math	4	Lee	SPED	14	1	7%	10%	3%	19	1	5%
Math	5	Lee	All	145	49	34%	40%	6%	135	40	30%
Math	5	Lee	Hispanic	87	21	24%	30%	6%	86	20	23%
Math	5	Lee	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lee	Asian	25	17	68%	70%	2%	16	10	63%
Math	5	Lee	African Am.	19	4	21%	25%	4%	16	5	31%
Math	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lee	White	11	4	36%	40%	4%	12	4	33%
Math	5	Lee	Two or More	*	*	*	*	*	5	1	20%
Math	5	Lee	Eco. Dis.	108	30	28%	30%	2%	102	22	22%
Math	5	Lee	LEP Current	45	8	18%	20%	2%	47	4	9%
Math	5	Lee	At-Risk	100	25	25%	30%	5%	120	35	29%
Math	5	Lee	SPED	11	3	27%	30%	3%	15	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	
					#	%				#	%
Reading	3	Lee	All	118	13	11%	15%	4%	111	28	25%
Reading	3	Lee	Hispanic	75	5	7%	10%	3%	70	13	19%
Reading	3	Lee	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Lee	Asian	12	2	17%	20%	3%	13	5	38%
Reading	3	Lee	African Am.	12	0	0%	25%	25%	12	5	42%
Reading	3	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Lee	White	13	3	23%	25%	2%	12	4	33%
Reading	3	Lee	Two or More	*	*	*	*	*	*	*	*
Reading	3	Lee	Eco. Dis.	90	4	4%	10%	6%	83	17	20%
Reading	3	Lee	LEP Current	47	2	4%	10%	6%	27	3	11%
Reading	3	Lee	At-Risk	89	4	4%	10%	6%	96	19	20%
Reading	3	Lee	SPED	11	0	0%	10%	10%	14	0	0%
Reading	4	Lee	All	127	16	13%	20%	7%	138	30	22%
Reading	4	Lee	Hispanic	83	9	11%	15%	4%	79	14	18%
Reading	4	Lee	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lee	Asian	18	3	17%	20%	3%	14	6	43%
Reading	4	Lee	African Am.	13	1	8%	10%	2%	19	2	11%
Reading	4	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lee	White	8	3	38%	40%	2%	16	5	31%
Reading	4	Lee	Two or More	*	*	*	*	*	7	2	29%
Reading	4	Lee	Eco. Dis.	99	11	11%	15%	4%	102	15	15%
Reading	4	Lee	LEP Current	45	1	2%	10%	8%	50	9	18%
Reading	4	Lee	At-Risk	83	11	13%	20%	7%	100	18	18%
Reading	4	Lee	SPED	14	1	7%	10%	3%	19	2	11%
Reading	5	Lee	All	144	50	35%	40%	5%	135	39	29%
Reading	5	Lee	Hispanic	87	23	26%	30%	4%	86	19	22%
Reading	5	Lee	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lee	Asian	25	16	64%	70%	6%	16	9	56%
Reading	5	Lee	African Am.	18	3	17%	20%	3%	16	5	31%
Reading	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lee	White	11	7	64%	70%	6%	12	5	42%
Reading	5	Lee	Two or More	*	*	*	*	*	5	1	20%
Reading	5	Lee	Eco. Dis.	107	29	27%	30%	3%	102	22	22%
Reading	5	Lee	LEP Current	45	2	4%	10%	6%	47	4	9%
Reading	5	Lee	At-Risk	99	24	24%	30%	6%	120	31	26%
Reading	5	Lee	SPED	11	2	18%	20%	2%	15	0	0%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Lee	All	143	31	22%	30%	8%	135	19	14%
Science	5	Lee	Hispanic	85	11	13%	20%	7%	86	9	10%
Science	5	Lee	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lee	Asian	25	10	40%	45%	5%	16	6	38%
Science	5	Lee	African Am.	19	3	16%	20%	4%	16	1	6%
Science	5	Lee	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lee	White	11	5	45%	50%	5%	12	3	25%
Science	5	Lee	Two or More	*	*	*	*	*	5	0	0%
Science	5	Lee	Eco. Dis.	107	18	17%	20%	3%	102	9	9%
Science	5	Lee	LEP Current	44	2	5%	10%	5%	47	2	4%
Science	5	Lee	At-Risk	98	11	11%	15%	4%	120	14	12%
Science	5	Lee	SPED	10	1	10%	15%	5%	15	0	0%

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 47% to 57% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
47%	49%	51%	54%	57%

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%							37%		43%	50%	
2022	NA	38%	NA	NA	NA	NA	NA	NA	39%	NA	45%	52%	NA
2023	NA	40%	NA	NA	NA	NA	NA	NA	41%	NA	47%	54%	NA
2024	NA	43%	NA	NA	NA	NA	NA	NA	44%	NA	50%	57%	NA
2025	NA	46%	NA	NA	NA	NA	NA	NA	47%	NA	53%	60%	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 53% to 63% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
53%	55%	57%	60%	63%

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		45%							47%		53%	56%	
2022	NA	47%	NA	NA	NA	NA	NA	NA	49%	NA	55%	58%	NA
2023	NA	49%	NA	NA	NA	NA	NA	NA	51%	NA	57%	60%	NA
2024	NA	52%	NA	NA	NA	NA	NA	NA	54%	NA	60%	63%	NA
2025	NA	55%	NA	NA	NA	NA	NA	NA	57%	NA	63%	66%	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 C*ontinuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
    - Incorporate the use of digital tools such as:
        - Google Suite
        - Scholastic Literacy Pro
        - Scholastic Storyworks (2^{nd}-5^{th})
        - Amplify Reading
        - Amira Suite
        - HMH Suite
        - Library Resources
        - Schoology
    - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
    - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
    - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2^{nd}-5^{th} grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science
Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital collaboration;
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
    - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
    - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.