Cypress-Fairbanks Independent School District

Owens Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

Owens Elementary School will foster scholars who achieve at their highest level through engaging instruction, high expectations, and a community of trust and respect.

Vision

We will provide great first instruction to all of our students.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Reviewed data from last year to determine our current needs.

In summary, the comprehensive needs assessment denotes the following: We looked at the data, decided on the root causes, and made a plan to address the weaknesses.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and the campus newsletter.

Student Achievement

Student Achievement Strengths

- 6/7 subpops in 4th grade math met or exceeded the target goals in approaches
- 3rd grade reading we beat the cluster in white students in approaches
- 4th grade reading above the cluster in all areas but sped/lep
- 5th grade science sped beat the cluster in meets
- 3rd grade math met their AA goal in approaches
- 5th grade reading meets surpassed their goal in lep

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: AA students' performances are lower than other student groups. **Root Cause:** Reading: Teachers have to prepare for many different levels of instruction to meet the needs of all students.

Problem Statement 2: Writing: AA students' performances are lower than other student groups. **Root Cause:** Writing: Teachers have to prepare for many different levels of instruction to meet the needs of all students.

Problem Statement 3: Math: AA students' performances are lower than other student groups. **Root Cause:** Math: It is difficult for teachers to identify individual student gaps in math concepts.

Problem Statement 4: Science: AA students' performances are lower than other student groups. **Root Cause:** Science: There is no planning for specific science vocabulary integration.

Problem Statement 5: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

School Culture and Climate

School Culture and Climate Strengths

Opportunities for PD and input increased on EPS.

Procedures in place to keep us safe and quality work is expected of me in EPS increased

Collaboration is encouraged and quality work is encouraged of students increased in EPS.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students are beginning the 2021-2022 school year with greater emotional stressors and needs **Root Cause:** School Culture and Climate: We need to provide students with additional support through the use of Sanford Harmony curriculum, class meetings and added PBIS support

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We recognized individuals, had monthly staff incentives and grade level incentives.

We had a very low turn over this year. We only have one brand new teacher this year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance:Staff absences affect great first instruction. **Root Cause:** Teacher/Paraprofessional Attendance: Staff need to recognized for good attendance and celebrated.

Parent and Community Engagement

Parent and Community Engagement Strengths

We had a book study for parents that included 60 families.

We have regular community members volunteer (mentors, VIPS, garden)

We were able to provide 150 gifts and food for student

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement:More English speaking parents are involved at Owens than Spanish speaking parents. **Root Cause:** Parent and Community Engagement: We need to make parents feel comfortable and welcome to volunteer/participate in meetings/events at Owens.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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:We will provide professional development, training, and planning opportunities to increase the capacity of our teachers focusing on differentiated instruction. Teachers will provide before and after school tutoring	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP and IS **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Half Day Plannings, books for the classroom - Title I - $12,000	55%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: Teachers will participate in PD that will focus on teachers seeing themselves as writers in order to build their capacity to address students' writing needs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP, and IS	35%	5%	85%

| Strategy 3 Details	Formative Reviews		
Strategy 3: Math: We will provide training to improve teaching capacity in math content, use of manipulatives, academic vocabulary, goal setting, differentiation, and data-driven planning to support students' academic growth. Math interventionists will support teachers and students. Teachers will provide before and after-school tutoring.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP and IS **Funding Sources:** Math Interventionist - $8,500	100%	100%	100%

Strategy 4 Details	Formative Reviews		

Strategy 4: Science: Provide professional development to increase student growth in vertically aligned critical reading skills, academic vocabulary.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, AP, and IS .
	Formative		

	Nov	Feb	May
	35%	70%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Small group and individualized instruction.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, AP, and IS.
 	
    Funding Sources: Materials for closing the gap - Title I - $30,000
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 6 Details	Formative Reviews		

Strategy 6: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Sanford Harmony, large group tutoring, mentors, and SNAPP Buddies, PALS and College Week activities.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, AP, IS, and BI.
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.5
    Funding Sources: - Title I - $400
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Deepen understanding of and address specific academic needs of the ED, AA, and EL student groups in an effort to address the needs of all students, particularly at-risk. **Strategy's Expected Result/Impact:** Title I Campuses: Temporary workers and Title 1 funded staff will work with students	Formative		
	Nov	Feb	May

performing interventions, to assist in meeting or exceeded on the attached CIP table.

Paper and additional supplies will be purchased to assist in meeting the learning needs of students both on and off campus.

Owens will install a book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice.

Staff Responsible for Monitoring: Principal, AP and IS.

Schoolwide and Targeted Assistance Title I Elements: 2.6

Funding Sources: Paraprofessional Salaries - Title I - $103,345, Temporary Worker Compensation - Title I - $51,000, Supplemental Instructional Supplies & Materials - Title I - $51,768, Book Vending Machine - Title I - $4,999
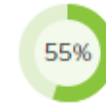
| 55% | 100% | 100% |

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 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: Tutoring	**Formative**		
Strategy's Expected Result/Impact: Students attending before school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **Funding Sources:** Interventionists - ESSER III - $30,000	35%	55%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Core content area interventionist: Reading interventionist to work with students who have learning gaps from first and second grades.	**Formative**		
Strategy's Expected Result/Impact: By the conclusion of the 2021-22 school year, 90% of students that work with this reading interventionist will be on or above grade level reading level.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **Funding Sources:** - ESSER III - $70,000	35%	40%	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: Provide at-risk students with additional academic support by reading and math tutoring.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **Funding Sources:** Temporary worker pay for tutoring - Special Allotment: Compensatory Education - $3,040	70%	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 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: The campus has a safety committee. The committee will insure that all safety measures required by the district are implemented and recorded. **Strategy's Expected Result/Impact:** Staff members and parents will be aware of the safety measures in place at Owens. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	100%	100%	100%
Strategy 2 Details	**Formative Reviews**		
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.	Formative		
	Nov	Feb	May
	35%	70%	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		
Strategy 1: Student Attendance: Student attendance will be monitored and good attendance will be celebrated each marking period. Students will receive attendance brag tags to acknowledge good behaviors.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%. **Staff Responsible for Monitoring:** Principal and Registrar	**Nov**	**Feb**	**May**
	35%	45%	70%
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 50%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals.	Formative		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%. **Staff Responsible for Monitoring:** BI	Nov	Feb	May
	35%	70%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions -We will use preventative measures, such as contracts and in school suspensions, to reduce/eliminate in school suspensions.	Formative		
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50% **Staff Responsible for Monitoring:** BI	Nov	Feb	May
	35%	70%	95%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: We will use preventative measures, such as contracts and in school suspensions, to reduce/eliminate out of school suspensions.	Formative		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%. **Staff Responsible for Monitoring:** BI	Nov	Feb	May
	35%	70%	95%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: We will use preventative measures, such as contracts and in school suspensions, to reduce/eliminate SOS placements.	Formative		
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will be reduced by 50% **Staff Responsible for Monitoring:** BI,AP, Counselors, Teachers ,PBIS Leadership Team	Nov	Feb	May
	35%	100%	100%

Strategy 5 Details	**Formative Reviews**		

Strategy 5: Violence Prevention: Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. * Student, staff, and community will be aware of CY-Fair Tipline and understand how to use it. * Code of Conduct talks held within first two weeks of school and in spring semester. *Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc. Model and support a positive climate aligned with PBIS/ Capturing Kids Hearts.
    Strategy's Expected Result/Impact: Violent Incidents will be reduced by 50%
    Staff Responsible for Monitoring: BI, AP, Counselors, Teachers ,PBIS Leadership Team
	Formative		

	Nov	**Feb**	**May**
	30%	70%	95%

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

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

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

Strategy 1 Details	Formative Reviews		
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	35%	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 5%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance. (In particular on Fridays)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Campus Secretary Principal	35%	50%	75%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.
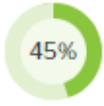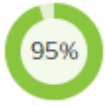
Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans
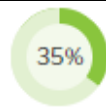
Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Curriculum Conversations PD, Teach Like a Pirate book study, Digital Learning Conference, Behavior Summit, Building Math Minds PD. ICLE Quadrant Training	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps. **Staff Responsible for Monitoring:** ISs **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	35%	70%	95%
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 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parents will be invited to participate in multiple events throughout the year such as Open House, Curriculum Night, Technology Night, Field Day, choir performances, parenting book study and Multicultural Night. (All pending COVID restrictions.)	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.
    Staff Responsible for Monitoring: Principal
IS
APs
Counselors
Teachers
 	
    Funding Sources: Book study materials for parents and books for Book Bonanza and books for students to read with parents. - Title I - $15,996
	45%	70%	95%

Strategy 2 Details	Formative Reviews		
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):	**Formative**		
	Nov	**Feb**	**May**

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: Shelby Sharrett, AP secretary
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.1
	35%	70%	95%

Strategy 3 Details	**Formative Reviews**		

Strategy 3: Title I Campus:
 	
We will have 4 CPOC meetings, 2 parent book studies, and Book Bonanza. These will occur during/after school.
 	
    Strategy's Expected Result/Impact: Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times. Parent surveys will indicate that parents feel welcome at the school and have ample opportunities to partner with the school.
    Staff Responsible for Monitoring: Principal
    IS
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.2
    Funding Sources: Books for parent book study, Book Bonanza and Christmas books - Title I - $12,028
	Formative		

	Nov	**Feb**	**May**
	35%	65%	90%

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

State Compensatory

Budget for Owens Elementary School

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

Personnel for Owens Elementary School

Name	Position	FTE
1 position	Core Content Area Interventionist	1
1 position	Behavior Interventionist	1
2 position	Reaching Enrichment/SGRI Teacher	1
2 positions	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Staff	Paraprofessional	DMC	1
Staff	Paraprofessional	Classroom Aide	1
Staff	Paraprofessional	Classroom Aide	1
Staff	Paraprofessional	Classroom Aide	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Interventionists		$30,000.00
1	2	2			$70,000.00
				Sub-Total	$100,000.00
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Half Day Plannings, books for the classroom		$12,000.00
1	1	5	Materials for closing the gap		$30,000.00
1	1	6			$400.00
1	1	7	Temporary Worker Compensation		$51,000.00
1	1	7	Paraprofessional Salaries		$103,345.00
1	1	7	Supplemental Instructional Supplies & Materials		$51,768.00
1	1	7	Book Vending Machine		$4,999.00
4	1	1	Book study materials for parents and books for Book Bonanza and books for students to read with parents.		$15,996.00
4	1	3	Books for parent book study, Book Bonanza and Christmas books		$12,028.00
				Sub-Total	$281,536.00
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Temporary worker pay for tutoring		$3,040.00
				Sub-Total	$3,040.00

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 #	2021 Approaches %	2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches #	2022 Approaches %
Math	3	Owens	All	116	73	63%	68%	5%	98	84	86%
Math	3	Owens	Hispanic	62	40	65%	70%	5%	44	38	86%
Math	3	Owens	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Owens	Asian	8	6	75%	80%	5%	10	10	100%
Math	3	Owens	African Am.	28	18	64%	69%	5%	29	21	72%
Math	3	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Owens	White	16	9	56%	61%	5%	12	12	100%
Math	3	Owens	Two or More	*	*	*	*	*	*	*	*
Math	3	Owens	Eco. Dis.	88	52	59%	64%	5%	68	58	85%
Math	3	Owens	LEP Current	31	20	65%	70%	5%	30	26	87%
Math	3	Owens	At-Risk	72	39	54%	59%	5%	65	52	80%
Math	3	Owens	SPED	16	7	44%	49%	5%	13	8	62%
Math	4	Owens	All	94	67	71%	76%	5%	120	85	71%
Math	4	Owens	Hispanic	39	29	74%	79%	5%	58	43	74%
Math	4	Owens	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Owens	Asian	8	8	100%	100%	0%	8	8	100%
Math	4	Owens	African Am.	28	12	43%	48%	5%	32	19	59%
Math	4	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Owens	White	16	16	100%	100%	0%	18	12	67%
Math	4	Owens	Two or More	*	*	*	*	*	*	*	*
Math	4	Owens	Eco. Dis.	64	43	67%	72%	5%	91	61	67%
Math	4	Owens	LEP Current	23	21	91%	96%	5%	33	25	76%
Math	4	Owens	At-Risk	44	37	84%	89%	5%	85	56	66%
Math	4	Owens	SPED	9	7	78%	83%	5%	23	11	48%
Math	5	Owens	All	107	77	72%	77%	5%	113	91	81%
Math	5	Owens	Hispanic	47	34	72%	77%	5%	46	39	85%
Math	5	Owens	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Owens	Asian	13	13	100%	100%	0%	10	9	90%
Math	5	Owens	African Am.	31	18	58%	63%	5%	36	26	72%
Math	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Owens	White	15	11	73%	78%	5%	17	15	88%
Math	5	Owens	Two or More	*	*	*	*	*	*	*	*
Math	5	Owens	Eco. Dis.	77	53	69%	74%	5%	76	60	79%
Math	5	Owens	LEP Current	27	19	70%	75%	5%	24	19	79%
Math	5	Owens	At-Risk	71	47	66%	71%	5%	81	61	75%
Math	5	Owens	SPED	14	10	71%	76%	5%	14	7	50%

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	Owens	All	116	83	72%	77%	5%	98	86	88%
Reading	3	Owens	Hispanic	62	43	69%	74%	5%	44	39	89%
Reading	3	Owens	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Owens	Asian	8	7	88%	93%	5%	10	10	100%
Reading	3	Owens	African Am.	28	19	68%	73%	5%	29	23	79%
Reading	3	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Owens	White	16	13	81%	86%	5%	12	11	92%
Reading	3	Owens	Two or More	*	*	*	*	*	*	*	*
Reading	3	Owens	Eco. Dis.	88	59	67%	72%	5%	68	60	88%
Reading	3	Owens	LEP Current	31	17	55%	60%	5%	30	25	83%
Reading	3	Owens	At-Risk	72	45	63%	68%	5%	65	54	83%
Reading	3	Owens	SPED	16	8	50%	55%	5%	13	9	69%
Reading	4	Owens	All	94	67	71%	76%	5%	119	101	85%
Reading	4	Owens	Hispanic	39	27	69%	74%	5%	58	52	90%
Reading	4	Owens	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Owens	Asian	8	7	88%	93%	5%	8	8	100%
Reading	4	Owens	African Am.	28	16	57%	62%	5%	31	25	81%
Reading	4	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Owens	White	16	15	94%	99%	5%	18	12	67%
Reading	4	Owens	Two or More	*	*	*	*	*	*	*	*
Reading	4	Owens	Eco. Dis.	64	43	67%	72%	5%	90	77	86%
Reading	4	Owens	LEP Current	23	13	57%	62%	5%	33	30	91%
Reading	4	Owens	At-Risk	44	32	73%	78%	5%	84	68	81%
Reading	4	Owens	SPED	9	5	56%	61%	5%	22	14	64%
Reading	5	Owens	All	107	76	71%	76%	5%	113	90	80%
Reading	5	Owens	Hispanic	47	32	68%	73%	5%	46	38	83%
Reading	5	Owens	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Owens	Asian	13	10	77%	82%	5%	10	9	90%
Reading	5	Owens	African Am.	31	19	61%	66%	5%	36	26	72%
Reading	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Owens	White	15	14	93%	98%	5%	17	15	88%
Reading	5	Owens	Two or More	*	*	*	*	*	*	*	*
Reading	5	Owens	Eco. Dis.	77	50	65%	70%	5%	76	61	80%
Reading	5	Owens	LEP Current	27	13	48%	53%	5%	24	18	75%
Reading	5	Owens	At-Risk	71	45	63%	68%	5%	81	61	75%
Reading	5	Owens	SPED	14	7	50%	55%	5%	14	6	43%

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	Owens	All	106	70	66%	71%	5%	112	84	75%
Science	5	Owens	Hispanic	47	28	60%	65%	5%	46	35	76%
Science	5	Owens	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Owens	Asian	12	10	83%	88%	5%	10	9	90%
Science	5	Owens	African Am.	31	18	58%	63%	5%	35	21	60%
Science	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Owens	White	15	13	87%	92%	5%	17	16	94%
Science	5	Owens	Two or More	*	*	*	*	*	*	*	*
Science	5	Owens	Eco. Dis.	79	51	65%	70%	5%	75	56	75%
Science	5	Owens	LEP Current	27	12	44%	49%	5%	24	16	67%
Science	5	Owens	At-Risk	71	43	61%	66%	5%	81	55	68%
Science	5	Owens	SPED	14	5	36%	41%	5%	13	4	31%

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 #	2021 Meets %	2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets #	2022 Meets %
Math	4	Owens	All	94	40	43%	48%	5%	120	50	42%
Math	4	Owens	Hispanic	39	13	33%	38%	5%	58	28	48%
Math	4	Owens	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Owens	Asian	8	7	88%	93%	5%	8	6	75%
Math	4	Owens	African Am.	28	5	18%	23%	5%	32	6	19%
Math	4	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Owens	White	16	14	88%	93%	5%	18	7	39%
Math	4	Owens	Two or More	*	*	*	*	*	*	*	*
Math	4	Owens	Eco. Dis.	64	22	34%	39%	5%	91	35	38%
Math	4	Owens	LEP Current	23	11	48%	53%	5%	33	17	52%
Math	4	Owens	At-Risk	44	18	41%	46%	5%	85	29	34%
Math	4	Owens	SPED	9	5	56%	61%	5%	23	3	13%
Math	5	Owens	All	107	46	43%	48%	5%	113	62	55%
Math	5	Owens	Hispanic	47	22	47%	52%	5%	46	24	52%
Math	5	Owens	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Owens	Asian	13	11	85%	90%	5%	10	9	90%
Math	5	Owens	African Am.	31	5	16%	21%	5%	36	15	42%
Math	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Owens	White	15	7	47%	52%	5%	17	12	71%
Math	5	Owens	Two or More	*	*	*	*	*	*	*	*
Math	5	Owens	Eco. Dis.	77	30	39%	44%	5%	76	36	47%
Math	5	Owens	LEP Current	27	10	37%	42%	5%	24	12	50%
Math	5	Owens	At-Risk	71	26	37%	42%	5%	81	37	46%
Math	5	Owens	SPED	14	5	36%	41%	5%	14	2	14%
Reading	4	Owens	All	94	31	33%	38%	5%	119	65	55%
Reading	4	Owens	Hispanic	39	10	26%	31%	5%	58	33	57%
Reading	4	Owens	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Owens	Asian	8	4	50%	55%	5%	8	7	88%
Reading	4	Owens	African Am.	28	5	18%	23%	5%	31	13	42%
Reading	4	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Owens	White	16	11	69%	74%	5%	18	9	50%
Reading	4	Owens	Two or More	*	*	*	*	*	*	*	*
Reading	4	Owens	Eco. Dis.	64	18	28%	33%	5%	90	47	52%
Reading	4	Owens	LEP Current	23	5	22%	27%	5%	33	18	55%
Reading	4	Owens	At-Risk	44	11	25%	30%	5%	84	38	45%
Reading	4	Owens	SPED	9	3	33%	38%	5%	22	5	23%

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 #	2021 Meets %	2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets #	2022 Meets %
Reading	5	Owens	All	107	43	40%	45%	5%	113	69	61%
Reading	5	Owens	Hispanic	47	17	36%	41%	5%	46	30	65%
Reading	5	Owens	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Owens	Asian	13	9	69%	74%	5%	10	6	60%
Reading	5	Owens	African Am.	31	6	19%	24%	5%	36	19	53%
Reading	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Owens	White	15	10	67%	72%	5%	17	12	71%
Reading	5	Owens	Two or More	*	*	*	*	*	*	*	*
Reading	5	Owens	Eco. Dis.	77	25	32%	37%	5%	76	44	58%
Reading	5	Owens	LEP Current	27	5	19%	24%	5%	24	13	54%
Reading	5	Owens	At-Risk	71	21	30%	35%	5%	81	42	52%
Reading	5	Owens	SPED	14	0	0%	25%	25%	14	3	21%
Science	5	Owens	All	106	28	26%	31%	5%	112	49	44%
Science	5	Owens	Hispanic	47	11	23%	28%	5%	46	19	41%
Science	5	Owens	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Owens	Asian	12	8	67%	72%	5%	10	7	70%
Science	5	Owens	African Am.	31	2	6%	11%	5%	35	12	34%
Science	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Owens	White	15	7	47%	52%	5%	17	9	53%
Science	5	Owens	Two or More	*	*	*	*	*	*	*	*
Science	5	Owens	Eco. Dis.	79	16	20%	25%	5%	75	28	37%
Science	5	Owens	LEP Current	27	2	7%	12%	5%	24	8	33%
Science	5	Owens	At-Risk	71	12	17%	22%	5%	81	29	36%
Science	5	Owens	SPED	14	2	14%	19%	5%	13	1	8%

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	Owens	All	116	23	20%	26%	6%	98	30	31%
Math	3	Owens	Hispanic	62	10	16%	22%	6%	44	9	20%
Math	3	Owens	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Owens	Asian	8	4	50%	55%	5%	10	7	70%
Math	3	Owens	African Am.	28	4	14%	20%	6%	29	6	21%
Math	3	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Owens	White	16	5	31%	40%	9%	12	7	58%
Math	3	Owens	Two or More	*	*	*	*	*	*	*	*
Math	3	Owens	Eco. Dis.	88	11	13%	22%	9%	68	16	24%
Math	3	Owens	LEP Current	31	2	6%	12%	6%	30	8	27%
Math	3	Owens	At-Risk	72	6	8%	14%	6%	65	18	28%
Math	3	Owens	SPED	16	0	0%	10%	10%	13	1	8%
Math	4	Owens	All	94	27	29%	35%	6%	120	28	23%
Math	4	Owens	Hispanic	39	8	21%	26%	5%	58	13	22%
Math	4	Owens	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Owens	Asian	8	5	63%	70%	7%	8	5	63%
Math	4	Owens	African Am.	28	1	4%	10%	6%	32	3	9%
Math	4	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Owens	White	16	12	75%	80%	5%	18	6	33%
Math	4	Owens	Two or More	*	*	*	*	*	*	*	*
Math	4	Owens	Eco. Dis.	64	13	20%	25%	5%	91	18	20%
Math	4	Owens	LEP Current	23	6	26%	31%	5%	33	6	18%
Math	4	Owens	At-Risk	44	11	25%	31%	6%	85	13	15%
Math	4	Owens	SPED	9	3	33%	38%	5%	23	2	9%
Math	5	Owens	All	107	22	21%	26%	5%	113	29	26%
Math	5	Owens	Hispanic	47	8	17%	22%	5%	46	12	26%
Math	5	Owens	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Owens	Asian	13	8	62%	70%	8%	10	4	40%
Math	5	Owens	African Am.	31	1	3%	10%	7%	36	2	6%
Math	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Owens	White	15	5	33%	40%	7%	17	9	53%
Math	5	Owens	Two or More	*	*	*	*	*	*	*	*
Math	5	Owens	Eco. Dis.	77	12	16%	22%	6%	76	12	16%
Math	5	Owens	LEP Current	27	1	4%	10%	6%	24	5	21%
Math	5	Owens	At-Risk	71	11	15%	22%	7%	81	12	15%
Math	5	Owens	SPED	14	1	7%	12%	5%	14	0	0%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Owens	All	116	22	19%	24%	5%	98	41	42%
Reading	3	Owens	Hispanic	62	13	21%	26%	5%	44	15	34%
Reading	3	Owens	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Owens	Asian	8	2	25%	30%	5%	10	7	70%
Reading	3	Owens	African Am.	28	2	7%	12%	5%	29	10	34%
Reading	3	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Owens	White	16	5	31%	36%	5%	12	7	58%
Reading	3	Owens	Two or More	*	*	*	*	*	*	*	*
Reading	3	Owens	Eco. Dis.	88	13	15%	20%	5%	68	24	35%
Reading	3	Owens	LEP Current	31	1	3%	8%	5%	30	9	30%
Reading	3	Owens	At-Risk	72	5	7%	12%	5%	65	22	34%
Reading	3	Owens	SPED	16	0	0%	10%	10%	13	3	23%
Reading	4	Owens	All	94	18	19%	24%	5%	119	44	37%
Reading	4	Owens	Hispanic	39	4	10%	15%	5%	58	24	41%
Reading	4	Owens	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Owens	Asian	8	2	25%	30%	5%	8	5	63%
Reading	4	Owens	African Am.	28	3	11%	16%	5%	31	9	29%
Reading	4	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Owens	White	16	8	50%	55%	5%	18	6	33%
Reading	4	Owens	Two or More	*	*	*	*	*	*	*	*
Reading	4	Owens	Eco. Dis.	64	9	14%	19%	5%	90	28	31%
Reading	4	Owens	LEP Current	23	1	4%	10%	6%	33	9	27%
Reading	4	Owens	At-Risk	44	4	9%	15%	6%	84	22	26%
Reading	4	Owens	SPED	9	1	11%	20%	9%	22	2	9%
Reading	5	Owens	All	107	31	29%	35%	6%	113	41	36%
Reading	5	Owens	Hispanic	47	9	19%	25%	6%	46	13	28%
Reading	5	Owens	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Owens	Asian	13	6	46%	55%	9%	10	5	50%
Reading	5	Owens	African Am.	31	5	16%	22%	6%	36	13	36%
Reading	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Owens	White	15	10	67%	72%	5%	17	8	47%
Reading	5	Owens	Two or More	*	*	*	*	*	*	*	*
Reading	5	Owens	Eco. Dis.	77	16	21%	26%	5%	76	20	26%
Reading	5	Owens	LEP Current	27	4	15%	22%	7%	24	6	25%
Reading	5	Owens	At-Risk	71	14	20%	26%	6%	81	20	25%
Reading	5	Owens	SPED	14	0	0%	10%	10%	14	1	7%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Owens	All	106	13	12%	20%	8%	112	22	20%
Science	5	Owens	Hispanic	47	4	9%	14%	5%	46	7	15%
Science	5	Owens	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Owens	Asian	12	6	50%	60%	10%	10	5	50%
Science	5	Owens	African Am.	31	0	0%	15%	15%	35	1	3%
Science	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Owens	White	15	3	20%	25%	5%	17	7	41%
Science	5	Owens	Two or More	*	*	*	*	*	*	*	*
Science	5	Owens	Eco. Dis.	79	5	6%	12%	6%	75	10	13%
Science	5	Owens	LEP Current	27	1	4%	12%	8%	24	4	17%
Science	5	Owens	At-Risk	71	6	8%	13%	5%	81	13	16%
Science	5	Owens	SPED	14	0	0%	10%	10%	13	1	8%

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 40% to 50% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
40%	42%	44%	47%	50%

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		37%							33%		30%	43%	35%
2022	NA	39%	NA	NA	NA	NA	NA	NA	35%	NA	32%	45%	37%
2023	NA	41%	NA	NA	NA	NA	NA	NA	37%	NA	34%	47%	39%
2024	NA	44%	NA	NA	NA	NA	NA	NA	40%	NA	37%	50%	42%
2025	NA	47%	NA	NA	NA	NA	NA	NA	43%	NA	40%	53%	45%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 48% by June 2025.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		35%							30%		39%	44%	24%
2022	NA	37%	NA	NA	NA	NA	NA	NA	32%	NA	41%	46%	26%
2023	NA	39%	NA	NA	NA	NA	NA	NA	34%	NA	43%	48%	28%
2024	NA	42%	NA	NA	NA	NA	NA	NA	37%	NA	46%	51%	31%
2025	NA	45%	NA	NA	NA	NA	NA	NA	40%	NA	49%	54%	34%

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.

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.