Cypress-Fairbanks Independent School District

Post Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

It is the purpose and mission of Post Elementary, in a joint effort with faculty, staff, and parents, to provide all children an education which promotes academic, social, moral, physical, and emotional growth. We are firmly committed to establishing an environment whereby every child receives support and encouragement in fostering a healthy self-concept and which confirms our belief that all children can learn. It is our expectation that providing children with this educational opportunity will help insure that each child will become a contributing and responsible member of society.

Vision

RISE: Respect. Integrity. Safety. Effort.

RISE

RISE: Respect, Integrity, Safety, Effort

Table of Contents

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: Our CPOC Committee met to brainstorm and discuss the four goals. The goals were shared, and the committee discussed the data and strategies to address our areas of need. The information was shared with the group and decisions were made regarding the best ways to support our students.

In summary, the comprehensive needs assessment denotes the following: Upon reviewing the data from our campus, it was noted that our major areas of concern need to include:

- Special Ed Students
- Economically Disadvantaged Students
- LEP Students
- Former Virtual Students who had poor attendance
- Parent Engagement and limitations due to COVID

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 Jersey Village City Hall.

Student Achievement

Student Achievement Summary

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

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

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

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

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

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

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

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

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

Student Achievement Strengths

- Reading: More than half of our Hispanic, AA and ED populations reached Approaches on the STAAR
- Reading: Fifth grade scores were close or exceeded our 2021 target.
- Math: Fourth and Fifth grades reached 50% or higher at Approaches.
- Writing: Almost all our subpops exceeded our cluster at Approaches
- Science: Almost all our subpops exceeded 60% at Approaches.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Overall students scored 67% on STAAR. All subpops were below target. **Root Cause:** Reading: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 2: Writing: Overall Writing was at 51% for STAAR. All subpops were below target. **Root Cause:** Writing: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 3: Math: Overall Math was 54% on STAAR. All subpops were below target. **Root Cause:** Math: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 4: Science: Overall Science was 67% on STAAR. All subpops with the exception of LEP were below target. **Root Cause:** Science: We need to work to eliminate the learning gaps caused by COVID-19.

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

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

Problem Statement 7: Additional Targeted Support Reading (data based on 2018-19 identification): Our SPED performance is causing Post to be labeled Additional Targeted Support. **Root Cause:** Additional Targeted Support Reading: We are limited with training opportunities for paras and teachers.

Problem Statement 8: Additional Targeted Support Math (data based on 2018-19 identification): Our SPED performance is causing Post to be labeled 'Additional Targeted Support'. **Root Cause:** Additional Targeted Support Math: We are limited with training opportunities for paras and teachers.

School Culture and Climate

School Culture and Climate Strengths

Teachers on the PBIS committee collaborate and present PBIS data and strategies for the staff at monthly staff meetings. They model and provide appropriate behavior videos for classroom discussion during morning meetings.

We have also built the capacity of teacher leadership by implementing committees. These include PBIS, Technology, HORIZONS/GT, Bilingual/ESL, Capturing Kids Hearts and Parental Involvement.

The Watch DOG program will continue.

Identified GT students participate in the district HORIZONS showcase and DaVinci Day.

Students in grades 3-5 will compete and participate in the schoolwide and district level spelling bee.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Post Elementary's restorative practices have improved, however still need tweaking. **Root Cause:** School Culture and Climate: Without utilizing solid PBIS strategies, teachers are not equipped to work with changing student behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- One of our strengths is the experience level of our teachers.
- We identify the needs of our students and provide staff development for our teachers.
- We are building teachers' capacity and growth by providing video coaching. Teachers are given a coach (who is not their appraiser) to set a collaborative goal, a time to meet, develop a plan for improvement and are provided timely and specific feedback.
- New teachers to Post are given a mentor in which they participate in monthly Mentor/Mentee meetings to discuss various topics.
- Administrators attend and support content level planning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers continue to create engaging activities for their curriculum, lessons and activities. **Root Cause:** Teacher/Paraprofessional Attendance: Not all content-grade level teachers are able to collaborate, create, instruct quality lessons.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Pre-K/Kinder Corral
- 2nd - 5th Meet the Teacher
- Virtual Open House

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Due to COVID protocols and continued concerns, we need to find ways to encourage parents to attend school events in person. **Root Cause:** Parent and Community Engagement: We need to strengthen our committee designated to plan activities to involve parents.

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 CCMR goals
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

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

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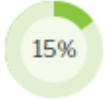
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
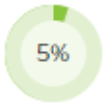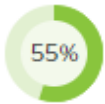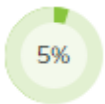
Goals
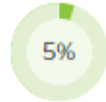
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: Teachers will have consistent lesson plans that differentiate instruction for students and classroom instruction based on academic needs. During guided reading oral language development and small group instruction with supports from reading interventionist (dyslexia, SGRI). Provide access to subscriptions for Brain Pop to reinforce skill taught and Reading A-Z for take home book for learners. Teachers will receive additional books from scholastic to support independent reading. Teacher receive professional books to assist with small group instruction and differentiation. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4	**Formative**		
	Nov	Feb	May
	5%	10%	55%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: Teachers will collaboratively plan for vertically aligned instruction. Consultant Karen Lowery will provide teachers with professional development using research based practices for teaching writing concepts. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist , Teachers	**Formative**		
	Nov	Feb	May
	5%	15%	60%

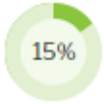| Strategy 3 Details	Formative Reviews		
Strategy 3: Writing:Teachers will attend writing training sessions in and of district and collaboratively plan for vertically aligned instruction during on demand writing meetings. Consultant: Karen Lowery will provide teachers professional development using research-based practices for teaching writing concepts. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers **Funding Sources:** Consultant Karen Lowery - Title I - $6,000	**Formative**		
	Nov	Feb	May
	5%	15%	60%
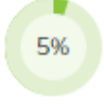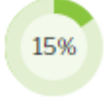
Strategy 4 Details	Formative Reviews		
Strategy 4: Math: Teachers will consistently and effectively implement research based strategies and best practices during classroom instruction to develop mathematical thinking and problem solving skills. Instruction utilizing blended learning checklist, real-world relationships, student discourse, use of manipulatives and visual aids will provide students the opportunity to build procedural fluency and conceptual understanding. Lessons will be structured developmentally using first concrete, then representational, and last abstract representation for all students.	**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, Assistant Principals, Instructional Specialists, Teachers	5%	10%	50%

Strategy 5 Details	Formative Reviews		
Strategy 5: Science: Teachers will focus on students fully participating in the 5 E model of science learning. teachers in grades 2-5 will utilize hands-on, critical thinking opportunities, and interactive word walls.	**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, Assistant Principals, Instructional Specialists, Teachers	5%	10%	55%

Strategy 6 Details	Formative Reviews		
Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: pulling small groups of student before school and during Bloom time to support the areas of deficits due to COVID.	**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, Assistant Principals, Instructional Specialists, Teachers	10%	20%	60%

Strategy 7 Details	Formative Reviews		
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: Virtual Field Trips, Virtual Fitness Night, Virtual Story Teller, Pre-Recorded Parent Read Alouds, School Clubs, Virtual Science/Math/Reading Nights.	**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, Assistant Principals, Instructional Specialists, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5	0%	5%	50%

Strategy 8 Details	Formative Reviews

	Formative		
Strategy 8: Deepen understanding of and address specific academic needs of the AA, Hispanic, ED student groups in an effort to address the needs of all students, particularly at-risk.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.	5%	15%	50%

Strategy's Expected Result/Impact: Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.

1. Salaries- 3rd Grade class size reduction Math Teacher will assist in lowering the student teacher ratio assisting in meeting our students' goals in all content area. 5th Grade class size reduction ELAR Teacher will assist in lowering student teacher ratio assisting in meeting our students' in content area.

2. Professional Development- The Instructional Specialist, teaching staff, and para- professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

5. Karen Lowery Storyteller will support our ELAR teachers with providing vocabulary development to all students.

4. All In Learning- Teachers and students will utilize All in Learning as a supplemental instructional aide to be used at school and at home to assist meeting or exceeding instructional targets.

5. Learning A-Z- Teachers and students will utilize Reading A-Z as supplemental reading resources and additional intervention at school and at home to assist in meeting or exceeding reading targets.

6. Paper and Laminate- Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students both on and off campus.

7. Brainpop- Students will utilize Brain Pop as an additional intervention at school and at home to assist in meeting or exceeding instructional targets.

Staff Responsible for Monitoring: Principal ,Assistant Principals, Instructional Specialist, Teachers

Schoolwide and Targeted Assistance Title I Elements: 2.6

Funding Sources: Funding for 3rd and 5th grade teachers - Title I - $140,000, Professional Development - Title I - $375, Ed Puzzle - Title I - $3,750, All In Learning - Title I - $4,050, Learning A-Z - Title I - $1,259, Professional Books - Title I - $1,500, Paper and Laminate - Title I - $1,500

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: Before school 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. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	15%	20%	60%

Strategy 2 Details	Formative Reviews		
Strategy 2: Class Size Reduction Teacher for 4th grade	**Formative**		
Strategy's Expected Result/Impact: By the conclusion of the 2021-22 school year, 90% of students in this class will meet the approaches or higher standard on Reading and Math STAAR. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	5%	15%	55%

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.
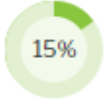
Evaluation Data Sources: STAAR Data, Earbuds, Computer/Technology Supplies, Paper, Classroom Supplies

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide at-risk students with additional academic support.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the STAAR targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **Funding Sources:** Supplies and Extra Duty - Special Allotment: Compensatory Education - $3,569	5%	20%	50%

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 4: Additional Targeted Support: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: Special Education (Academic Achievement Reading (19%), Academic Achievement Math (23%), Student Success (23%).

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Additional Targeted Support Reading: On Campus Training, Campus Paid Trainings, IS's Model Teaching Practices, Changing Teacher Mindset, Submit Forms for Additional SPED Support **Strategy's Expected Result/Impact:** Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	5%	15%	60%

Strategy 2 Details	Formative Reviews		
Strategy 2: Additional Targeted Support Math: On Campus Training, Campus Paid Trainings, IS's Model Teaching Practices, Changing Teacher Mindset, Submit Forms for Additional SPED Support **Strategy's Expected Result/Impact:** Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	0%	20%	55%

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Campus Safety: Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it.	Formative		
Code of Conduct talks held within first 2 weeks of school and in spring semester.	**Nov**	**Feb**	**May**
Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc. **Strategy's Expected Result/Impact:** Increase and protect bell to bell instruction time by decreasing interruption to classroom instruction. Complete and successful participation in all drills. Student/Staff/Campus all knowledgeable about safety procedures that provide a safe environment. **Staff Responsible for Monitoring:** Teachers, Counselors, Behavior Interventionist. Assistant Principal, Principal	10%	20%	55%

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.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: EOP Coordinator, Teachers, Administrative Team, Safety Team	20%	25%	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 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: No progress made toward meeting Objective
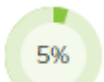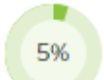
Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Students can enter a drawing to receive an incentive for each 9 weeks of Perfect attendance.	Formative		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%	Nov	Feb	May
Staff Responsible for Monitoring: Registrar, Teachers, PBIS Committee, Assistant Principals, Principals	0%	5%	30%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			
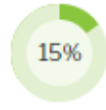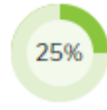
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: Students with significant behavioral difficulties are monitored closely by the behavior interventionist with the collaborative effort of teachers, paraprofessionals, counselors, and administrators by implementing strategies and tools such as behavior contract with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative practice, and activity-based reinforcer schedule based on individualized needs.
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	5%	10%	15%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions: In addition to strategy 1, SPED/AA students may receive longer days of lunch/recess DMC and to review specific social behavioral lessons utilizing various tools and resources such as Everyday Speech, PBIS Rewards, and Suite 360 facilitated by DMC coordinator, behavior interventionist, and/or counselors. Parent may attend parenting classes offered through psychological department in lieu of ISS.
    Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 11%.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	10%	10%	15%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: Students may be offered extended DMC with individualized social behavior interventions utilizing available resources such as Everyday Speech and Suite 360 in lieu of OSS.
    Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 15%.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	5%	15%	30%

Strategy 4 Details	Formative Reviews		

Strategy 4: Special Opportunity School (SOS) Placements: Multiple strategies and interventions will continue to be implemented to keep AA students at Post Elementary School.
    Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	10%	25%	65%

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Violence Prevention: To reduce violent incidents on campus, we will implement strategies and tools such as behavior contract with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative practice/conflict resolution, social problem solving, and individualized social emotional lessons using Suite 360.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal	15%	25%	65%
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.)

Summative Evaluation: Some progress made toward meeting Objective
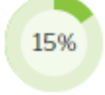
Strategy 1 Details	Formative Reviews		
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines. **Strategy's Expected Result/Impact:** Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** CSHAC Team	Formative		
	Nov	Feb	May
	10%	10%	60%

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Motivate staff to be at school by doing monthly drawings for less than 3 absences.			**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal/APs/Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4			0%	15%	50%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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

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

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

Summative Evaluation: Some progress made toward meeting Objective
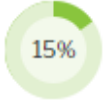
Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table. **Staff Responsible for Monitoring:** Principal	20%	30%	65%

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 50%.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We have started a Parent Involvement committee comprised of Instructional specialist, teachers, and paras.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%. **Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principals, Principal	10%	25%	55%

Strategy 2 Details	Formative Reviews		
Strategy 2: Title I Campus:	Formative		
	Nov	Feb	May
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): Post Front Desk **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:** Prinicpal **Schoolwide and Targeted Assistance Title I Elements:** 3.1	15%	30%	55%

Strategy 3 Details	**Formative Reviews**		

Strategy 3: Title I Campus:
 	
Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Title I funds support special events to engage the parent audience.
    Strategy's Expected Result/Impact: Parent and family participation will increase by 50% due to the campus offering flexible meeting dates and times.
    Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principal
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.2
    Funding Sources: PAFE Supplies - Title I - $3,700
	Formative		

	Nov	**Feb**	**May**
	20%	30%	65%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

State Compensatory

Budget for Post Elementary School

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

Personnel for Post Elementary School

Name	Position	FTE
1 position	Instructional Specialist	1
1 position	Behavior Interventionist	1
2 positions	Core Content Area Interventionist	1
2 positions	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Staff	3rd Math Teacher	Class Size Reduction	1
Staff	5th ELAR Teacher	Class Size Reduction	1
Staff	Primary IS	Instructional Specialist	.5

Campus Funding Summary

			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Consultant Karen Lowery		$6,000.00
1	1	8	Professional Books		$1,500.00
1	1	8	All In Learning		$4,050.00
1	1	8	Professional Development		$375.00
1	1	8	Paper and Laminate		$1,500.00
1	1	8	Ed Puzzle		$3,750.00
1	1	8	Funding for 3rd and 5th grade teachers		$140,000.00
1	1	8	Learning A-Z		$1,259.00
4	1	3	PAFE Supplies		$3,700.00
				Sub-Total	$162,134.00
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Supplies and Extra Duty		$3,569.00
				Sub-Total	$3,569.00

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	Post	All	115	55	48%	60%	12%	138	94	68%
Math	3	Post	Hispanic	54	17	31%	45%	14%	72	43	60%
Math	3	Post	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Post	Asian	11	9	82%	85%	3%	*	*	*
Math	3	Post	African Am.	29	12	41%	50%	9%	32	21	66%
Math	3	Post	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Post	White	19	16	84%	90%	6%	25	23	92%
Math	3	Post	Two or More	*	*	*	*	*	5	3	60%
Math	3	Post	Eco. Dis.	75	32	43%	55%	12%	84	48	57%
Math	3	Post	LEP Current	35	9	26%	35%	9%	35	17	49%
Math	3	Post	At-Risk	76	30	39%	45%	6%	83	48	58%
Math	3	Post	SPED	12	1	8%	25%	17%	16	5	31%
Math	4	Post	All	113	56	50%	60%	10%	123	69	56%
Math	4	Post	Hispanic	53	26	49%	55%	6%	50	28	56%
Math	4	Post	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Post	Asian	9	6	67%	70%	3%	11	8	73%
Math	4	Post	African Am.	28	8	29%	35%	6%	36	14	39%
Math	4	Post	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Post	White	19	13	68%	75%	7%	24	17	71%
Math	4	Post	Two or More	*	*	*	*	*	*	*	*
Math	4	Post	Eco. Dis.	75	31	41%	50%	9%	79	40	51%
Math	4	Post	LEP Current	24	5	21%	30%	9%	34	14	41%
Math	4	Post	At-Risk	50	22	44%	50%	6%	84	38	45%
Math	4	Post	SPED	10	2	20%	20%	0%	12	2	17%
Math	5	Post	All	110	72	65%	70%	5%	124	99	80%
Math	5	Post	Hispanic	55	36	65%	70%	5%	64	48	75%
Math	5	Post	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Post	Asian	10	10	100%	100%	0%	6	6	100%
Math	5	Post	African Am.	25	12	48%	55%	7%	27	20	74%
Math	5	Post	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Post	White	17	12	71%	75%	4%	24	22	92%
Math	5	Post	Two or More	*	*	*	*	*	*	*	*
Math	5	Post	Eco. Dis.	78	47	60%	70%	10%	85	66	78%
Math	5	Post	LEP Current	22	9	41%	50%	9%	30	20	67%
Math	5	Post	At-Risk	65	33	51%	55%	4%	100	79	79%
Math	5	Post	SPED	8	3	38%	45%	7%	14	8	57%

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

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Post	All	115	78	68%	75%	7%	137	108	79%
Reading	3	Post	Hispanic	54	32	59%	65%	6%	71	53	75%
Reading	3	Post	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Post	Asian	11	10	91%	91%	0%	*	*	*
Reading	3	Post	African Am.	29	17	59%	65%	6%	32	22	69%
Reading	3	Post	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Post	White	19	17	89%	90%	1%	25	25	100%
Reading	3	Post	Two or More	*	*	*	*	*	5	4	80%
Reading	3	Post	Eco. Dis.	75	46	61%	65%	4%	83	61	73%
Reading	3	Post	LEP Current	35	17	49%	60%	11%	35	22	63%
Reading	3	Post	At-Risk	76	47	62%	65%	3%	83	60	72%
Reading	3	Post	SPED	12	2	17%	25%	8%	16	9	56%
Reading	4	Post	All	113	68	60%	70%	10%	123	96	78%
Reading	4	Post	Hispanic	53	36	68%	70%	2%	50	37	74%
Reading	4	Post	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Post	Asian	9	5	56%	65%	9%	11	11	100%
Reading	4	Post	African Am.	28	10	36%	45%	9%	36	25	69%
Reading	4	Post	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Post	White	19	13	68%	70%	2%	24	21	88%
Reading	4	Post	Two or More	*	*	*	*	*	*	*	*
Reading	4	Post	Eco. Dis.	75	41	55%	60%	5%	79	57	72%
Reading	4	Post	LEP Current	24	9	38%	45%	7%	34	26	76%
Reading	4	Post	At-Risk	50	29	58%	60%	2%	84	63	75%
Reading	4	Post	SPED	10	2	20%	25%	5%	12	5	42%
Reading	5	Post	All	110	81	74%	80%	6%	124	103	83%
Reading	5	Post	Hispanic	55	41	75%	80%	5%	64	51	80%
Reading	5	Post	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Post	Asian	10	10	100%	100%	0%	6	6	100%
Reading	5	Post	African Am.	25	13	52%	60%	8%	27	21	78%
Reading	5	Post	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Post	White	17	14	82%	85%	3%	24	22	92%
Reading	5	Post	Two or More	*	*	*	*	*	*	*	*
Reading	5	Post	Eco. Dis.	78	55	71%	75%	4%	85	71	84%
Reading	5	Post	LEP Current	22	13	59%	65%	6%	30	18	60%
Reading	5	Post	At-Risk	65	41	63%	65%	2%	100	80	80%
Reading	5	Post	SPED	8	5	63%	65%	2%	14	9	64%

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	Post	All	110	74	67%	75%	8%	124	93	75%
Science	5	Post	Hispanic	54	37	69%	75%	6%	64	44	69%
Science	5	Post	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Post	Asian	10	10	100%	100%	0%	6	6	100%
Science	5	Post	African Am.	26	12	46%	55%	9%	27	20	74%
Science	5	Post	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Post	White	17	13	76%	80%	4%	24	20	83%
Science	5	Post	Two or More	*	*	*	*	*	*	*	*
Science	5	Post	Eco. Dis.	78	50	64%	70%	6%	85	62	73%
Science	5	Post	LEP Current	22	12	55%	60%	5%	30	14	47%
Science	5	Post	At-Risk	66	38	58%	65%	7%	100	73	73%
Science	5	Post	SPED	7	3	43%	55%	12%	14	8	57%

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	Post	All	113	29	26%	30%	4%	123	30	24%
Math	4	Post	Hispanic	53	12	23%	27%	4%	50	8	16%
Math	4	Post	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Post	Asian	9	5	56%	60%	4%	11	6	55%
Math	4	Post	African Am.	28	1	4%	10%	6%	36	4	11%
Math	4	Post	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Post	White	19	9	47%	50%	3%	24	10	42%
Math	4	Post	Two or More	*	*	*	*	*	*	*	*
Math	4	Post	Eco. Dis.	75	8	11%	20%	9%	79	13	16%
Math	4	Post	LEP Current	24	3	13%	20%	7%	34	5	15%
Math	4	Post	At-Risk	50	11	22%	30%	8%	84	12	14%
Math	4	Post	SPED	10	1	10%	20%	10%	12	1	8%
Math	5	Post	All	110	39	35%	40%	5%	124	64	52%
Math	5	Post	Hispanic	55	18	33%	40%	7%	64	32	50%
Math	5	Post	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Post	Asian	10	7	70%	75%	5%	6	6	100%
Math	5	Post	African Am.	25	5	20%	25%	5%	27	7	26%
Math	5	Post	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Post	White	17	7	41%	45%	4%	24	17	71%
Math	5	Post	Two or More	*	*	*	*	*	*	*	*
Math	5	Post	Eco. Dis.	78	23	29%	35%	6%	85	39	46%
Math	5	Post	LEP Current	22	1	5%	10%	5%	30	10	33%
Math	5	Post	At-Risk	65	17	26%	30%	4%	100	47	47%
Math	5	Post	SPED	8	1	13%	20%	7%	14	2	14%
Reading	4	Post	All	113	34	30%	35%	5%	123	67	54%
Reading	4	Post	Hispanic	53	14	26%	35%	9%	50	22	44%
Reading	4	Post	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Post	Asian	9	4	44%	50%	6%	11	8	73%
Reading	4	Post	African Am.	28	4	14%	20%	6%	36	19	53%
Reading	4	Post	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Post	White	19	9	47%	55%	8%	24	16	67%
Reading	4	Post	Two or More	*	*	*	*	*	*	*	*
Reading	4	Post	Eco. Dis.	75	15	20%	25%	5%	79	38	48%
Reading	4	Post	LEP Current	24	3	13%	20%	7%	34	14	41%
Reading	4	Post	At-Risk	50	14	28%	35%	7%	84	38	45%
Reading	4	Post	SPED	10	2	20%	25%	5%	12	3	25%

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	Post	All	110	50	45%	50%	5%	124	71	57%
Reading	5	Post	Hispanic	55	22	40%	45%	5%	64	35	55%
Reading	5	Post	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Post	Asian	10	7	70%	75%	5%	6	4	67%
Reading	5	Post	African Am.	25	6	24%	30%	6%	27	13	48%
Reading	5	Post	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Post	White	17	13	76%	80%	4%	24	17	71%
Reading	5	Post	Two or More	*	*	*	*	*	*	*	*
Reading	5	Post	Eco. Dis.	78	34	44%	50%	6%	85	47	55%
Reading	5	Post	LEP Current	22	3	14%	20%	6%	30	8	27%
Reading	5	Post	At-Risk	65	21	32%	35%	3%	100	53	53%
Reading	5	Post	SPED	8	1	13%	20%	7%	14	3	21%
Science	5	Post	All	110	38	35%	40%	5%	124	61	49%
Science	5	Post	Hispanic	54	19	35%	40%	5%	64	30	47%
Science	5	Post	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Post	Asian	10	8	80%	85%	5%	6	4	67%
Science	5	Post	African Am.	26	0	0%	20%	20%	27	7	26%
Science	5	Post	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Post	White	17	9	53%	60%	7%	24	18	75%
Science	5	Post	Two or More	*	*	*	*	*	*	*	*
Science	5	Post	Eco. Dis.	78	24	31%	40%	9%	85	35	41%
Science	5	Post	LEP Current	22	3	14%	20%	6%	30	6	20%
Science	5	Post	At-Risk	66	17	26%	30%	4%	100	43	43%
Science	5	Post	SPED	7	0	0%	20%	20%	14	5	36%

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	Post	All	115	4	3%	7%	4%	138	23	17%
Math	3	Post	Hispanic	54	0	0%	3%	3%	72	7	10%
Math	3	Post	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Post	Asian	11	2	18%	20%	2%	*	*	*
Math	3	Post	African Am.	29	0	0%	3%	3%	32	2	6%
Math	3	Post	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Post	White	19	2	11%	15%	4%	25	13	52%
Math	3	Post	Two or More	*	*	*	*	*	5	1	20%
Math	3	Post	Eco. Dis.	75	1	1%	5%	4%	84	7	8%
Math	3	Post	LEP Current	35	0	0%	3%	3%	35	3	9%
Math	3	Post	At-Risk	76	1	1%	3%	2%	83	9	11%
Math	3	Post	SPED	12	0	0%	3%	3%	16	1	6%
Math	4	Post	All	113	16	14%	17%	3%	123	8	7%
Math	4	Post	Hispanic	53	5	9%	12%	3%	50	3	6%
Math	4	Post	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Post	Asian	9	4	44%	47%	3%	11	3	27%
Math	4	Post	African Am.	28	0	0%	3%	3%	36	0	0%
Math	4	Post	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Post	White	19	6	32%	35%	3%	24	2	8%
Math	4	Post	Two or More	*	*	*	*	*	*	*	*
Math	4	Post	Eco. Dis.	75	3	4%	7%	3%	79	5	6%
Math	4	Post	LEP Current	24	2	8%	10%	2%	34	2	6%
Math	4	Post	At-Risk	50	7	14%	17%	3%	84	5	6%
Math	4	Post	SPED	10	1	10%	13%	3%	12	0	0%
Math	5	Post	All	110	19	17%	20%	3%	124	34	27%
Math	5	Post	Hispanic	55	8	15%	18%	3%	64	19	30%
Math	5	Post	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Post	Asian	10	5	50%	53%	3%	6	4	67%
Math	5	Post	African Am.	25	0	0%	3%	3%	27	1	4%
Math	5	Post	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Post	White	17	5	29%	33%	4%	24	9	38%
Math	5	Post	Two or More	*	*	*	*	*	*	*	*
Math	5	Post	Eco. Dis.	78	8	10%	15%	5%	85	17	20%
Math	5	Post	LEP Current	22	0	0%	5%	5%	30	5	17%
Math	5	Post	At-Risk	65	9	14%	17%	3%	100	22	22%
Math	5	Post	SPED	8	0	0%	3%	3%	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.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Post	All	115	16	14%	18%	4%	137	45	33%
Reading	3	Post	Hispanic	54	4	7%	10%	3%	71	20	28%
Reading	3	Post	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Post	Asian	11	4	36%	40%	4%	*	*	*
Reading	3	Post	African Am.	29	2	7%	10%	3%	32	10	31%
Reading	3	Post	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Post	White	19	5	26%	30%	4%	25	13	52%
Reading	3	Post	Two or More	*	*	*	*	*	5	2	40%
Reading	3	Post	Eco. Dis.	75	6	8%	10%	2%	83	22	27%
Reading	3	Post	LEP Current	35	1	3%	7%	4%	35	8	23%
Reading	3	Post	At-Risk	76	5	7%	10%	3%	83	20	24%
Reading	3	Post	SPED	12	1	8%	10%	2%	16	3	19%
Reading	4	Post	All	113	16	14%	20%	6%	123	27	22%
Reading	4	Post	Hispanic	53	5	9%	15%	6%	50	9	18%
Reading	4	Post	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Post	Asian	9	2	22%	35%	13%	11	4	36%
Reading	4	Post	African Am.	28	3	11%	15%	4%	36	5	14%
Reading	4	Post	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Post	White	19	5	26%	30%	4%	24	8	33%
Reading	4	Post	Two or More	*	*	*	*	*	*	*	*
Reading	4	Post	Eco. Dis.	75	3	4%	7%	3%	79	12	15%
Reading	4	Post	LEP Current	24	1	4%	7%	3%	34	6	18%
Reading	4	Post	At-Risk	50	5	10%	15%	5%	84	14	17%
Reading	4	Post	SPED	10	0	0%	2%	2%	12	1	8%
Reading	5	Post	All	110	34	31%	35%	4%	124	46	37%
Reading	5	Post	Hispanic	55	14	25%	30%	5%	64	24	38%
Reading	5	Post	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Post	Asian	10	5	50%	55%	5%	6	3	50%
Reading	5	Post	African Am.	25	3	12%	15%	3%	27	6	22%
Reading	5	Post	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Post	White	17	10	59%	60%	1%	24	11	46%
Reading	5	Post	Two or More	*	*	*	*	*	*	*	*
Reading	5	Post	Eco. Dis.	78	21	27%	30%	3%	85	27	32%
Reading	5	Post	LEP Current	22	1	5%	7%	2%	30	3	10%
Reading	5	Post	At-Risk	65	13	20%	25%	5%	100	29	29%
Reading	5	Post	SPED	8	0	0%	2%	2%	14	2	14%

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	Post	All	110	17	15%	18%	3%	124	41	33%
Science	5	Post	Hispanic	54	5	9%	12%	3%	64	16	25%
Science	5	Post	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Post	Asian	10	4	40%	44%	4%	6	4	67%
Science	5	Post	African Am.	26	0	0%	3%	3%	27	5	19%
Science	5	Post	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Post	White	17	6	35%	38%	3%	24	14	58%
Science	5	Post	Two or More	*	*	*	*	*	*	*	*
Science	5	Post	Eco. Dis.	78	8	10%	13%	3%	85	19	22%
Science	5	Post	LEP Current	22	0	0%	3%	3%	30	3	10%
Science	5	Post	At-Risk	66	6	9%	12%	3%	100	27	27%
Science	5	Post	SPED	7	0	0%	3%	3%	14	4	29%

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 37% to 47% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
37%	39%	41%	44%	47%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	28%	29%	56%						34%		35%	35%	42%
2022	30%	31%	58%	NA	NA	NA	NA	NA	36%	NA	37%	37%	44%
2023	32%	33%	60%	NA	NA	NA	NA	NA	38%	NA	39%	39%	46%
2024	35%	36%	63%	NA	NA	NA	NA	NA	41%	NA	42%	42%	49%
2025	38%	39%	66%	NA	NA	NA	NA	NA	44%	NA	45%	45%	52%

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 49% to 59% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
49%	51%	53%	56%	59%

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%	42%	68%						45%		52%	50%	47%
2022	39%	44%	70%	NA	NA	NA	NA	NA	47%	NA	54%	52%	49%
2023	41%	46%	72%	NA	NA	NA	NA	NA	49%	NA	56%	54%	51%
2024	44%	49%	75%	NA	NA	NA	NA	NA	52%	NA	59%	57%	54%
2025	47%	52%	78%	NA	NA	NA	NA	NA	55%	NA	62%	60%	57%

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

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

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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