Cypress-Fairbanks Independent School District

Postma Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

The staff and community of Postma Elementary will maximize every student's potential through rigorous and relevant learning experiences, preparing students to be 21st Century global leaders.

Vision

Nourishing our Roots

to always remain

Green and Growing!

PBIS Matrix

Positive <> **R**espectful <> **I**ntegrity <> **D**ependable <> **E**ffort

Postma Pumas show their P.R.I.D.E. and live by the 8 Keys of Excellence!

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Math Strengths in 2020-2021 (5th Grade)

- Approaches grade level expectations: Above district average for the All, Hispanic, African American, Economically Disadvantaged, Special Education, and White sub-populations
- Meets grade level expectations: Above district average for the All, Hispanic, African American, Economically Disadvantaged, Special Education, and White sub-populations
- Masters grade level expectations: Above district average for the All, Hispanic, African American, White, and Economically Disadvantaged sub-populations

Reading Strengths in 2020-2021 (5th Grade)

- Approaches grade level expectations: Above district average for the All, African American, and Economically Disadvantaged sub-populations
- Meets grade level expectations: Above district average for the All, Hispanic, African American, Economically Disadvantaged, and SPED sub-populations
- Masters grade level expectations: Above district average for the All, Hispanic, African American, White, Economically Disadvantaged, and SPED sub-populations.
- Exceeded Targets for 2021 for Meets Expectations in the African American and SPED sub-populations
- Exceeded Targets for 2021 for Masters Expectations for the All, African American, White, Economically Disadvantaged, and SPED sub-populations

Math Strengths in 2021-2022 (4th Grade):

- Approaches grade level expectations: Above district average for the All, Hispanic, African American, Economically Disadvantaged, LEP, and Special Education sub-populations
- Meets grade level expectations: Above district average for the All, Hispanic, Economically Disadvantaged, LEP, and SPED sub-populations
- Masters grade level expectations: Above district average for the All, Hispanic, Economically Disadvantaged, LEP, and SPED sub-populations
- Exceeded Targets for 2021 for Approaches Expectations for the LEP sub-population
- Exceeded Targets for 2021 for the Meets Expectations for the LEP sub-population
- Exceeded Targets for 2021 for the Masters Expectations for the SPED sub-population

Reading Strengths in 2020-2021 (4th Grade):

- Approaches grade level expectations: Above district average for the All, Hispanic, African American, White, Economically Disadvantaged, LEP, SPED.
- Meets grade level expectations: Above district average for the All, Hispanic, African American, White, Economically Disadvantaged, LEP, and SPED sub-populations
- Masters grade level expectations: Above district average for the All, Hispanic, African American, Economically Disadvantaged, AND SPED sub-populations
- Exceeded Targets for 2021 for the Approaches Expectations for the SPED sub-populations
- Exceeded or Met Targets for 2021 for the Meets Expectations for the Hispanic, Economically Disadvantaged and SPED populations
- Exceeded Targets for 2021 for the Masters Expectations for Hispanic and SPED sub-populations

Writing Strengths in 2020-2021 (4th Grade):

- Approaches grade level expectations: Above district average for all sub-populations
- Meets grade level expectations: Above district average for All, Hispanic, African American, White, Economically Disadvantaged, and SPED sub-populations
- Masters grade level expectations: Above district average for All, Hispanic, African American, Economically Disadvantaged, and SPED sub-populations
- Exceeded Targets for 2021 for the Approaches Expectations for the SPED sub-population
- Exceeded or Met Targets for 2021 for the Meets Expectations for the All, White, Economically Disadvantaged, and SPED sub-populations

Math Strengths in 2020-2021 (3rd Grade):

- Approaches grade level expectations: Above district average for the All, Hispanic, African American, Economically Disadvantaged, LEP, and SPED sub-populations.
- Meets grade level expectations: Above district average for the All, African American, Economically Disadvantaged, and LEP sub-populations
- Masters grade level expectations: Above district average for the African American, White, Economically Disadvantaged, and LEP sub-populations
- Exceeded Targets for 2021 for the Approaches Expectations for the SPED sub-population
- Exceeded or Met Targets for 2021 for the Meets Expectations for the SPED sub-population
- Exceeded or Met Targets for 2021 for the Masters Expectations for the African American sub-population

2nd Grade Reading:

- 85% of students met or exceeded district standards in Reading

- Above district average in all sub-populations on EOY Reading Benchmark

1st Grade Reading:

- Above district average in All, Hispanic, African American, Economically Disadvantaged, and LEP
- 83% of 1st grade students met or exceeded district standards in reading

Kindergarten Reading:

- 87% of Kindergarten students met or exceeded EOY Reading District Standards
- Above district average for all sub-populations for EOY Reading Benchmark

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Below campus goal of 90-60-30 for approaches, meets, and masters grade level standard for all sub-populations. **Root Cause:** Reading: Lack of training in targeted phonics instruction and LEP strategies to support struggling readers and LEP students during classroom instruction.

Problem Statement 2: Writing: Below campus goal of 90-60-30 for approaches, meets, and masters grade level standard for all sub-populations. **Root Cause:** Writing: Prioritizing curriculum to have more time for focused writing in class and additional practice on revising and editing in all grade levels.

Problem Statement 3: Math: Below campus goal of 90-60-30 for approaches, meets, and masters grade level standard for all sub-populations. **Root Cause:** Math: Math teachers are working to deepen students understanding of the math TEKS including number sense.

Problem Statement 4: Science: Below campus goal of 90-60-30 for approaches, meets, and masters grade level standards for all sub-populations. **Root Cause:** Science: Need to

differentiate instruction to meet the needs of diverse populations, including strategies to support LEP students, academic vocabulary development, and higher level questioning in the classroom.

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

School Culture and Climate

School Culture and Climate Strengths

In the area of attendance, the following strengths were noted for 2020-2021:

- Campus Average Daily attendance for 2020-2021: 97.6%

In the area of student discipline, the following strengths were noted for 2020-2021

- Discipline Infractions: 29

PBIS/School Culture:

- 100% of classrooms participated in the Puma Cash/PBIS Initiative
- Students earned "Brag Tags" labeled with the 8 Keys of Excellence for completing PRIDE Grids by earning Puma Cash
- Weekly PBIS lessons were shared to facilitate class meetings to address behavior and student social/emotional development
- Students consistently increased enthusiasm for participation in the Postma college initiative to set goals for academics and increase awareness of the value of growth mindset through "Growth Parties" and "Showtimes".
- Teacher Puma Cash, campus pot lucks, snacks, meals and other teacher incentives were used to acknowledge effort in supporting campus initiatives and uplift staff morale
- PBIS Events were held for the students including raffles and PBIS Parties, including Party with the Principal, Spring Raffles, and PBIS Incentive Parties
- Active support and partnership with the Postma PTO
- Increase in parent participation in volunteer opportunities
- Active presence on social media
- The CFISD Mental Health team trained teachers and supported the implementation of Restorative Circles in classrooms
- Continued Quantum Learning training to support school culture and climate
- Virtual Events to maintain community involvement in the pandemic, including Virtual Veterans and Virtual Holiday programs
- Implemented Game On campus wide
- Continued campus traditions including field day, Boosterthon, and PBIS celebrations

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Teachers report that patterns of student problem behavior are a result of deficits in inadequate training for social/emotional health of children. **Root Cause:** School Culture and Climate: Need for additional training in supporting students with social/emotional deficits.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Current Enrollment: 1,139
- Current Staff Members: 112
- Teachers: 65
- Paras: 27
- New Staff Members: 14
- Number of staff members on the Transfer List: 6
- Number of paras that received a teaching position in CFISD: 3

The Postma Employee Perception Survey was taken with 79 staff members participated in the survey. The following strengths were reported:

- Opportunities to think for myself: 98%
- Opportunities for professional growth are available: 98%
- Work I'm asked to do directly relates to my job responsibilities: 100%
- Information is available to help me do my job: 99%
- Opportunities available to provide input: 100%
- Procedures in place to keep me safe at work: 100%
- Quality work is expected of me: 100%
- Collaboration is encouraged and practiced: 100%
- Opportunities exist to express my concerns with campus administrators: 100%
- Various forms of feedback are given to me to help me improve my performance: 95%
- Information related to my job is accessible: 100%
- Staff recognition is built into school culture: 96%
- Clear about job responsibilities: 100%
- Quality work expected of students: 100%
- Decisions are data driven: 100%

The following will be implemented to in 2021-2022 to support teacher retention:

- On-going staff development to build teacher capacity that includes Elizabeth Martin, Garland Math Training, Dr. Jenny Severson, Restorative Circles, Quantum Learning Training, Model Teacher visits, Data Training, Extended Planning, PBIS refresher meetings, training with district coaches, District Math, Science, ELAR, and Dyslexia Training, Phonics training, Fundamental 5 Book Study
- Weekly Team Meetings with Game On teams to support teaching staff in a small group setting
- Staff celebrations and incentives provided by PTO, Heritage Presbyterian Church, and the administrative team (ie meals, incentives such as duty coverage, Teacher Puma Cash with a teacher choice incentive menu, snacks, Hospitality Committee parties, free campus staff shirt, $120 grant provided by Postma PTO, games campus socials, weekly shout-outs by the admin team, perfect attendance celebrations held each 9-weeks, Teacher of the Year breakfast, staff treats and candy at planning

- Regularly held reflection meetings and staff polls that allow teachers to voice concerns in an open forum with the principal
- Google Form polls to receive consistent feedback on major decisions that will effect the staff directly on a day to day basis in order to provide an equal voice for all stakeholders
- A reading/math interventionist pushes in to math/reading classrooms and supports teachers with classroom rotations and instruction when needed
- A reading/math interventionists will support students in AI tutoring and rotation schedules to ensure expecatations of HB4545 is are met
- Reading Specialist will support primary teachers in reading rotations to target deficits of at-risk readers in Kinder, 1st, and 2nd grades
- Staff members are allowed to participate in the interview/recruiting process
- Teachers will be given leadership opportunities to lead by being a member of the PBIS Leadership Team, CPOC, and teaching workshops on best practices for classroom management, technology, PBIS Leadership Team, and teaching workshops on best practices for classroom management, technology, goal setting, PBIS, and by being submitted to participate in district leadership committees
- Mentors are assigned to new teachers to the campus and are provided regular meeting opportunities to share ideas
- Team building opportunities are provided through bulletin board and other team competitions with prizes awarded
- Staff Recognition is done at each faculty meeting by allowing teachers to share campus celebrations
- Staff lunches provided on teacher work days
- Various events to provide opportunities for staff to socialize and be a part of building the campus cultures, such as Pink Dessert Day, 12 Days of Christmas, Gratitude Bingo, and Halloween and Super Bowl Pot Luck
- Regular celebrations for attendance (Woot-Woot Cart, Coupon Books)
- Provide teachers with electronic resources for Virtual Curriculum Night
- Quality staff development with Dr. Jenny Severson, Garland Math, and Elizabeth Martin for grades PK-5
- Committees that are designed to get feedback and utilize the strengths of our campus staff to support the community and the students of Postma
- Professional Development of "The 5 Love Languages of the Workplace"

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Attendance of Postma staff was 93.17%, which falls below the campus and district average for teacher/staff attendance.
Root Cause: Teacher/Paraprofessional Attendance: Continue to encourage good attendance during the continuing COVID-19 pandemic.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement. (For example, summarize the campus strengths in regard to parent survey data, records of parent attendance at meetings/trainings/student events and/or other related 2020-2021 data.)

- Increase in parent events and participation at school events, including Virtual Parent Night, Virtual Curriculum Night, Virtual Veteran's Day Celebration, Holiday Virtual Student Program, and Virtual Painting with the Principal
- Increase in community participation for PTO campus fundraisers for example: Boosterthon, Fall Fundraiser, Texas Roadhouse Roll Sales, and School Spirit Nights
- Increase in community service projects for student council like food drives and PEAM fundraisers
- Increase in social media followers
- Increase in participation in Meet the Teacher and Curriculum Night
- Note: In the midst of the COVID-19 Pandemic, we were able to continue to hold many of our events for students and parents by using the virtual platform

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: **Root Cause:** Parent and Community Engagement:

Problem Statement 2: Creating ways to increase parent engagement in school activities when parents and community members have limited access to the campus due to COVID-19. to-face events **Root Cause:** Safety measures have been put in place to limit campus staff and student exposure to COVID-19.

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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

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: Writing: Elizabeth Martin writing training in grades 2-5 to vertically align ELAR Strategies	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists **Funding Sources:** - $3,200	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: Implement Daily Oral Language, phonics instruction, and critical writing across grade levels from Kindergarten to 5th Grade	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Primary Instructional Specialist 2nd-5th ELAR Instructional Specialist	5%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Teachers will implement number talks a minimum of two times per week based on training from Garland Number Talks in order to develop number sense in grades Kinder - 5th grade.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists.	35%	85%	100%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Science: Implement Lead4ward Strategies and develop science vocabulary utilizing interactive word walls and science experiments across grade levels 2-5. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Specialists	**Formative**		
	Nov	**Feb**	**May**
	35%	45%	70%

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: Data obtained from monthly checkpoints will be analyzed and small groups will be implemented on a monthly rotation schedule based on that checkpoint data. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables.	**Formative**		
	Nov	**Feb**	**May**
	35%	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: Before/After School Tutoring	**Formative**		
Strategy's Expected Result/Impact: Students who attend before/after school tutoring will have:	Nov	Feb	May
~Reading/Math (3rd, 4th, & 5th Grade) - 90% of students will pass STAAR or show growth on STAAR score from 2020-2021 to STAAR score from 2021-2022. (Students that DNM or Approaches standard for 2020-2021 STAAR will be selected for tutoring group)	35%	80%	100%
Staff Responsible for Monitoring: Principal			
Instructional Specialists			
Assistant Principals			
TEA Priorities: Build a foundation of reading and math			
Funding Sources: - ESSER III - $10,865			

Strategy 2 Details	Formative Reviews		
Strategy 2: Academic Camps for 3rd-5th grade students for Reading, Math, and 5th Science: Students that fail the District Benchmark in 3rd-5th grades will be invited to a 2 hour after school academic camp to support mastery of skills and the social/emotional needs of students prior to testing.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: 90% of students will make growth from the Reading, Math, and Science Benchmark to the STAAR Test in each content.	35%	30%	55%
Staff Responsible for Monitoring: Principal			
Instructional Specialists			
Assistant Principals			
TEA Priorities: Build a foundation of reading and math			
Funding Sources: - ESSER III - $4,081			

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: Temporary Worker for Tutoring: Tutoring for 3rd, 4th and 5th grade students for 14 weeks, 5 days per week, 3 hours per day for a total of 210 hours to tutor students during WIN Time	Nov	Feb	May
Strategy's Expected Result/Impact: 90% of students will pass the 2021-2022 Math STAAR Test **Staff Responsible for Monitoring:** Principal Instructional Specialists Assistant Principals **Funding Sources:** - ESSER III - $12,067	35%	90%	100%

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: Core Content Area Interventionist	Nov	Feb	May
Strategy's Expected Result/Impact: 80% will pass the Reading STAAR Test 80% will pass the Math STAAR Test **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - ESSER III - $73,114	35%	85%	100%

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

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

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

    Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in grades 3-5 who fail the middle of the year assessments, STAAR 2020-2021, and/or monthly checkpoints throughout the year in reading or math will be pulled in small groups and attend math and reading camps to focus on misunderstandings and gaps in their learning.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: The students will meet the approaches standard or higher on the STAAR assessments in the content area addressed. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, AMIP/ARIP Tutors, ESSR Tutor **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math/Science Materials - Special Allotment: Compensatory Education - $3,051	35%	85%	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 will use PBIS lessons to explicitly teach safety strategies and will help students to remain calm during drills by implementing the concept, "We're not scared. We're prepared!" and "If you see something, say something."
    Strategy's Expected Result/Impact: Weekly PBIS lessons and lessons focused on safety bi-annually.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	**Feb**	**May**
	35%	95%	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%	85%	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 2021-2022 school year, student attendance will be at 98%.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Students will participate in a school-wide competition called "Game On" and compete for daily attendance that will be announced each week over the announcements.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%. **Staff Responsible for Monitoring:** Campus Registrar	35%	65%	90%
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 2021-2022 school year, discipline referrals and exclusionary discipline actions will be decreased by 1%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Promote social/emotional health of our students by training and implementing Sanford-Harmony strategies and restorative circles/class meetings with all classes a minimum of one day per week.	Formative		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 1%.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals, Counselors	35%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: Individualized classroom contracts with built in breaks and check-ins with discipline support staff will be used to support students with repeated discipline issues.	Formative		
Strategy's Expected Result/Impact: In School Suspensions will be reduced by 1%.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals	35%	80%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Hugs Buddies - Campus or Community members will meet once a month with a Hugs Buddy to support students that have specific behavioral challenges and/or needs support with social/emotional issues.	Formative		
Strategy's Expected Result/Impact: Campus in and out of school suspensions will be reduced by 1%.	Nov	Feb	May
	35%	90%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: Implement a daily check-in system with a Hugs Buddy, campus administrator, or other campus staff to support students that have specific behavioral challenges.	Formative		
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.	Nov	Feb	May
	35%	90%	100%

Strategy 5 Details	Formative Reviews

Strategy 5: Violence Prevention: All teachers and administrative staff will be trained in Sanford-Harmony and/or Restorative Circles and have semester refresher trainings by campus counselors or CFISD Student Services team to develop skills to support students in developing a deeper understanding of social/emotional relationships and tolerance of cultural differences.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: SELECT ONE: Violent Incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors Principals Assistant Principals	35%	60%	85%

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 2021-2022 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%	85%	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 2021-2022 school year, teacher/paraprofessional attendance will increase by 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Each 9-weeks staff with perfect attendance will be recognized with a coupon booklet for perfect attendance.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal	35%	75%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Teacher/Paraprofessional Attendance: Campus will support the social/emotional health of campus staff by implementing monthly celebrations of staff, such as PTO recognition gifts, weekly notes from staff, Teacher Puma Cash, lunches, and campus/district allowable incentives.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1% for non-COVID related absences. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:**	35%	75%	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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-2022 school year, 100% of teachers and paraprofessionals will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
1. Walk-throughs
2. Lesson Plans
3. Elizabeth Martin Training: Grade level writing collaboration for student writing DPMs and benchmarks for 2nd-5th grades
4. Professional Development on the Fundamental 5 by Sean Cain
5. Quantum Learning Training: Decreased office referrals campus wide
6. Sanford Harmony Training/Restorative Circles and Class Meetings: Implementation of strategies across all grade levels a minimum of 1 time per week.
7. Math teachers: Garland Training for math teachers in Kindergarten - 5th grade to support Number Sense Development and deepen the understanding of the Math TEKS documented in walk-throughs and lesson plans
8. Phonics Instruction: Teachers will implement daily phonics instruction documented in walk-throughs and lesson plans
9. Game On Training: Increase in participation in classroom, and individual goal setting, in grades 2-5.
10. Training for Effective Use of IMNs and ISNs in grades 3-5 for Math/Science Teachers: Administrative review of student IMNs and ISNs every 9-weeks.
11. Lead4ward training for Instructional Specialist Team: Help teachers implement Lead4ward strategies in the classroom to support student understanding and retention of content.
12. Paraprofessional staff: Training on accommodations, goals, and support strategies for special education students from district and campus special education support staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: High Quality Professional Development: Fundamental 5 Book Study for all professional staff	**Formative**		
Strategy's Expected Result/Impact: Increase in positive school culture by focusing on student engagement, goal setting, and celebration of student achievement.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Instructional Specialists	35%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: High Quality Professional Development: All math teachers in grades Kindergarten through 5th grade will attend Garland Math Number Sense/Math TEKS training.	**Formative**		
Strategy's Expected Result/Impact: Increased math benchmark, DPM, checkpoint and STAAR scores.	Nov	Feb	May
Staff Responsible for Monitoring: Math Instructional Specialist Assistant Principal Principal **Funding Sources:** - $1,000, - $1,000, - $1,000	35%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: High Quality Professional Development: ELAR teachers in grades 2nd-5th grades will receive Elizabeth Martin ELAR training.	Formative		
Strategy's Expected Result/Impact: Increased ELAR benchmark, checkpoint, and DPM scores.	Nov	Feb	May
Staff Responsible for Monitoring: ELAR Instructional Specialist Assistant Principals Principal **Funding Sources:** - $3,200	35%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4:	Formative		
High Quality Professional Development: Jenny Severson Social-Emotional health of students, self-care, and the impact of social-emotional deficits on education.	Nov	Feb	May
Strategy's Expected Result/Impact: Decrease In School and Out of School Suspensions by 1% **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - $1,000	40%	100%	100%

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

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

Performance Objective 1: By the end of the 2021-2022 school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
Increased likes to social media accounts
Increase volunteer support on campus documented through PTO and Puma Pack Dads
Participation in Virtual Parent Nights and virtual programs such as Veteran's Day Program , Postma Holiday Program, and Western Day

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Postma will involve parents and the Postma Community by sharing virtual community and parent events such as Virtual Meet the Teacher, Virtual Curriculum Night, Virtual Veteran's Day program and other virtual community events, paired with a consistent social media presence and bi-monthly newsletters.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Administrative staff and teachers	35%	70%	95%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

State Compensatory

Budget for Postma Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Postma Elementary School

Name	Position	FTE
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Content Curriculum Instr Specialist	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$10,865.00
1	2	2			$4,081.00
1	2	3			$12,067.00
1	2	4			$73,114.00
				Sub-Total	$100,127.00
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Math/Science Materials		$3,051.00
				Sub-Total	$3,051.00

Addendums

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Postma	All	153	113	74%	90%	16%	156	129	83%
Math	3	Postma	Hispanic	45	31	69%	90%	21%	42	31	74%
Math	3	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Postma	Asian	34	28	82%	90%	8%	35	32	91%
Math	3	Postma	African Am.	43	29	67%	90%	23%	51	41	80%
Math	3	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Postma	White	24	20	83%	90%	7%	22	21	95%
Math	3	Postma	Two or More	6	5	83%	90%	7%	6	4	67%
Math	3	Postma	Eco. Dis.	64	41	64%	90%	26%	68	53	78%
Math	3	Postma	LEP Current	32	23	72%	90%	18%	38	30	79%
Math	3	Postma	At-Risk	66	51	77%	90%	13%	88	68	77%
Math	3	Postma	SPED	13	8	62%	70%	8%	12	7	58%
Math	4	Postma	All	139	92	66%	90%	24%	174	141	81%
Math	4	Postma	Hispanic	46	32	70%	90%	20%	47	36	77%
Math	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Postma	Asian	18	15	83%	90%	7%	34	28	82%
Math	4	Postma	African Am.	39	17	44%	70%	26%	54	42	78%
Math	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Postma	White	29	22	76%	90%	14%	31	28	90%
Math	4	Postma	Two or More	6	5	83%	90%	7%	7	6	86%
Math	4	Postma	Eco. Dis.	57	34	60%	90%	30%	82	58	71%
Math	4	Postma	LEP Current	12	8	67%	90%	23%	34	23	68%
Math	4	Postma	At-Risk	38	25	66%	90%	24%	99	71	72%
Math	4	Postma	SPED	12	6	50%	70%	20%	14	7	50%
Math	5	Postma	All	149	126	85%	90%	5%	162	149	92%
Math	5	Postma	Hispanic	50	41	82%	90%	8%	54	50	93%
Math	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Postma	Asian	19	18	95%	96%	1%	24	23	96%
Math	5	Postma	African Am.	40	31	78%	90%	12%	47	40	85%
Math	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Postma	White	31	28	90%	92%	2%	31	30	97%
Math	5	Postma	Two or More	9	8	89%	90%	1%	5	5	100%
Math	5	Postma	Eco. Dis.	59	46	78%	90%	12%	72	62	86%
Math	5	Postma	LEP Current	10	4	40%	60%	20%	20	16	80%
Math	5	Postma	At-Risk	71	53	75%	90%	15%	100	92	92%
Math	5	Postma	SPED	13	9	69%	80%	11%	14	9	64%

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

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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	Postma	All	153	125	82%	90%	8%	156	141	90%
Reading	3	Postma	Hispanic	45	36	80%	90%	10%	42	39	93%
Reading	3	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Postma	Asian	34	32	94%	95%	1%	35	34	97%
Reading	3	Postma	African Am.	43	31	72%	90%	18%	51	42	82%
Reading	3	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Postma	White	24	20	83%	90%	7%	22	21	95%
Reading	3	Postma	Two or More	6	5	83%	90%	7%	6	5	83%
Reading	3	Postma	Eco. Dis.	64	48	75%	90%	15%	68	63	93%
Reading	3	Postma	LEP Current	32	23	72%	90%	18%	38	33	87%
Reading	3	Postma	At-Risk	66	49	74%	90%	16%	88	74	84%
Reading	3	Postma	SPED	13	10	77%	90%	13%	12	8	67%
Reading	4	Postma	All	139	115	83%	90%	7%	173	153	88%
Reading	4	Postma	Hispanic	46	38	83%	90%	7%	47	39	83%
Reading	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Postma	Asian	18	17	94%	95%	1%	34	30	88%
Reading	4	Postma	African Am.	39	27	69%	80%	11%	54	48	89%
Reading	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Postma	White	29	26	90%	92%	2%	30	28	93%
Reading	4	Postma	Two or More	6	6	100%	100%	0%	7	7	100%
Reading	4	Postma	Eco. Dis.	57	42	74%	90%	16%	82	69	84%
Reading	4	Postma	LEP Current	12	8	67%	80%	13%	34	27	79%
Reading	4	Postma	At-Risk	38	29	76%	90%	14%	99	82	83%
Reading	4	Postma	SPED	12	6	50%	60%	10%	14	10	71%
Reading	5	Postma	All	149	121	81%	90%	9%	162	147	91%
Reading	5	Postma	Hispanic	50	37	74%	90%	16%	54	48	89%
Reading	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Postma	Asian	19	16	84%	90%	6%	24	23	96%
Reading	5	Postma	African Am.	40	34	85%	90%	5%	47	40	85%
Reading	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Postma	White	31	27	87%	90%	3%	31	30	97%
Reading	5	Postma	Two or More	9	7	78%	90%	12%	5	5	100%
Reading	5	Postma	Eco. Dis.	59	43	73%	90%	17%	72	62	86%
Reading	5	Postma	LEP Current	10	3	30%	40%	10%	20	13	65%
Reading	5	Postma	At-Risk	71	49	69%	90%	21%	100	89	89%
Reading	5	Postma	SPED	13	5	38%	50%	12%	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	
					#	%				#	%
Science	5	Postma	All	150	124	83%	90%	7%	162	135	83%
Science	5	Postma	Hispanic	50	38	76%	90%	14%	54	40	74%
Science	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Postma	Asian	20	19	95%	96%	1%	24	23	96%
Science	5	Postma	African Am.	40	31	78%	90%	12%	47	36	77%
Science	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Postma	White	31	27	87%	90%	3%	31	30	97%
Science	5	Postma	Two or More	9	9	100%	100%	0%	5	5	100%
Science	5	Postma	Eco. Dis.	60	45	75%	90%	15%	72	58	81%
Science	5	Postma	LEP Current	10	4	40%	60%	20%	20	11	55%
Science	5	Postma	At-Risk	71	52	73%	80%	7%	100	79	79%
Science	5	Postma	SPED	13	5	38%	50%	12%	14	6	43%

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	Postma	All	139	53	38%	43%	5%	174	103	59%
Math	4	Postma	Hispanic	46	17	37%	42%	5%	47	25	53%
Math	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Postma	Asian	18	12	67%	72%	5%	34	24	71%
Math	4	Postma	African Am.	39	4	10%	15%	5%	54	24	44%
Math	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Postma	White	29	15	52%	57%	5%	31	25	81%
Math	4	Postma	Two or More	6	4	67%	72%	5%	7	5	71%
Math	4	Postma	Eco. Dis.	57	20	35%	40%	5%	82	42	51%
Math	4	Postma	LEP Current	12	5	42%	47%	5%	34	18	53%
Math	4	Postma	At-Risk	38	18	47%	52%	5%	99	48	48%
Math	4	Postma	SPED	12	3	25%	30%	5%	14	6	43%
Math	5	Postma	All	149	92	62%	67%	5%	162	102	63%
Math	5	Postma	Hispanic	50	27	54%	59%	5%	54	27	50%
Math	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Postma	Asian	19	16	84%	89%	5%	24	22	92%
Math	5	Postma	African Am.	40	20	50%	55%	5%	47	22	47%
Math	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Postma	White	31	22	71%	76%	5%	31	26	84%
Math	5	Postma	Two or More	9	7	78%	83%	5%	5	4	80%
Math	5	Postma	Eco. Dis.	59	29	49%	54%	5%	72	40	56%
Math	5	Postma	LEP Current	10	2	20%	25%	5%	20	8	40%
Math	5	Postma	At-Risk	71	33	46%	51%	5%	100	50	50%
Math	5	Postma	SPED	13	4	31%	36%	5%	14	1	7%
Reading	4	Postma	All	139	84	60%	62%	2%	173	125	72%
Reading	4	Postma	Hispanic	46	25	54%	60%	6%	47	32	68%
Reading	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Postma	Asian	18	13	72%	75%	3%	34	26	76%
Reading	4	Postma	African Am.	39	19	49%	54%	5%	54	40	74%
Reading	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Postma	White	29	22	76%	81%	5%	30	23	77%
Reading	4	Postma	Two or More	6	5	83%	88%	5%	7	4	57%
Reading	4	Postma	Eco. Dis.	57	28	49%	54%	5%	82	53	65%
Reading	4	Postma	LEP Current	12	3	25%	30%	5%	34	18	53%
Reading	4	Postma	At-Risk	38	21	55%	60%	5%	99	60	61%
Reading	4	Postma	SPED	12	4	33%	38%	5%	14	5	36%

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

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Postma	All	149	92	62%	67%	5%	162	117	72%
Reading	5	Postma	Hispanic	50	28	56%	61%	5%	54	33	61%
Reading	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Postma	Asian	19	12	63%	68%	5%	24	22	92%
Reading	5	Postma	African Am.	40	24	60%	65%	5%	47	30	64%
Reading	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Postma	White	31	21	68%	73%	5%	31	27	87%
Reading	5	Postma	Two or More	9	7	78%	83%	5%	5	4	80%
Reading	5	Postma	Eco. Dis.	59	33	56%	61%	5%	72	47	65%
Reading	5	Postma	LEP Current	10	1	10%	15%	5%	20	6	30%
Reading	5	Postma	At-Risk	71	27	38%	43%	5%	100	62	62%
Reading	5	Postma	SPED	13	3	23%	28%	5%	14	4	29%
Science	5	Postma	All	150	74	49%	54%	5%	162	91	56%
Science	5	Postma	Hispanic	50	25	50%	55%	5%	54	22	41%
Science	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Postma	Asian	20	14	70%	75%	5%	24	20	83%
Science	5	Postma	African Am.	40	16	40%	45%	5%	47	18	38%
Science	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Postma	White	31	14	45%	50%	5%	31	26	84%
Science	5	Postma	Two or More	9	5	56%	61%	5%	5	5	100%
Science	5	Postma	Eco. Dis.	60	27	45%	50%	5%	72	33	46%
Science	5	Postma	LEP Current	10	0	0%	5%	5%	20	5	25%
Science	5	Postma	At-Risk	71	25	35%	40%	5%	100	42	42%
Science	5	Postma	SPED	13	3	23%	28%	5%	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.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Postma	All	153	22	14%	19%	5%	156	40	26%
Math	3	Postma	Hispanic	45	0	0%	5%	5%	42	7	17%
Math	3	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Postma	Asian	34	8	24%	29%	5%	35	11	31%
Math	3	Postma	African Am.	43	6	14%	19%	5%	51	11	22%
Math	3	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Postma	White	24	6	25%	30%	5%	22	10	45%
Math	3	Postma	Two or More	6	2	33%	38%	5%	6	1	17%
Math	3	Postma	Eco. Dis.	64	6	9%	14%	5%	68	15	22%
Math	3	Postma	LEP Current	32	2	6%	11%	5%	38	7	18%
Math	3	Postma	At-Risk	66	9	14%	19%	5%	88	17	19%
Math	3	Postma	SPED	13	0	0%	5%	5%	12	1	8%
Math	4	Postma	All	139	32	23%	28%	5%	174	54	31%
Math	4	Postma	Hispanic	46	7	15%	20%	5%	47	12	26%
Math	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Postma	Asian	18	10	56%	61%	5%	34	18	53%
Math	4	Postma	African Am.	39	3	8%	13%	5%	54	14	26%
Math	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Postma	White	29	10	34%	39%	5%	31	9	29%
Math	4	Postma	Two or More	6	2	33%	38%	5%	7	1	14%
Math	4	Postma	Eco. Dis.	57	9	16%	21%	5%	82	25	30%
Math	4	Postma	LEP Current	12	2	17%	22%	5%	34	8	24%
Math	4	Postma	At-Risk	38	13	34%	39%	5%	99	24	24%
Math	4	Postma	SPED	12	2	17%	22%	5%	14	3	21%
Math	5	Postma	All	149	57	38%	43%	5%	162	64	40%
Math	5	Postma	Hispanic	50	17	34%	39%	5%	54	14	26%
Math	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Postma	Asian	19	11	58%	63%	5%	24	20	83%
Math	5	Postma	African Am.	40	8	20%	25%	5%	47	11	23%
Math	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Postma	White	31	17	55%	60%	5%	31	14	45%
Math	5	Postma	Two or More	9	4	44%	49%	5%	5	4	80%
Math	5	Postma	Eco. Dis.	59	16	27%	32%	5%	72	22	31%
Math	5	Postma	LEP Current	10	1	10%	15%	5%	20	3	15%
Math	5	Postma	At-Risk	71	21	30%	35%	5%	100	24	24%
Math	5	Postma	SPED	13	1	8%	13%	5%	14	1	7%

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

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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	Postma	All	153	37	24%	29%	5%	156	72	46%
Reading	3	Postma	Hispanic	45	8	18%	23%	5%	42	18	43%
Reading	3	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Postma	Asian	34	8	24%	29%	5%	35	20	57%
Reading	3	Postma	African Am.	43	11	26%	31%	5%	51	19	37%
Reading	3	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Postma	White	24	9	38%	43%	5%	22	11	50%
Reading	3	Postma	Two or More	6	1	17%	22%	5%	6	4	67%
Reading	3	Postma	Eco. Dis.	64	14	22%	27%	5%	68	30	44%
Reading	3	Postma	LEP Current	32	2	6%	11%	5%	38	17	45%
Reading	3	Postma	At-Risk	66	10	15%	20%	5%	88	33	38%
Reading	3	Postma	SPED	13	1	8%	13%	5%	12	1	8%
Reading	4	Postma	All	139	41	29%	34%	5%	173	75	43%
Reading	4	Postma	Hispanic	46	12	26%	31%	5%	47	17	36%
Reading	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Postma	Asian	18	7	39%	44%	5%	34	15	44%
Reading	4	Postma	African Am.	39	7	18%	23%	5%	54	29	54%
Reading	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Postma	White	29	12	41%	46%	5%	30	14	47%
Reading	4	Postma	Two or More	6	3	50%	55%	5%	7	0	0%
Reading	4	Postma	Eco. Dis.	57	10	18%	23%	5%	82	31	38%
Reading	4	Postma	LEP Current	12	0	0%	5%	5%	34	9	26%
Reading	4	Postma	At-Risk	38	9	24%	29%	5%	99	32	32%
Reading	4	Postma	SPED	12	4	33%	38%	5%	14	1	7%
Reading	5	Postma	All	149	74	50%	55%	5%	162	91	56%
Reading	5	Postma	Hispanic	50	19	38%	43%	5%	54	23	43%
Reading	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Postma	Asian	19	11	58%	63%	5%	24	17	71%
Reading	5	Postma	African Am.	40	19	48%	53%	5%	47	22	47%
Reading	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Postma	White	31	20	65%	70%	5%	31	24	77%
Reading	5	Postma	Two or More	9	5	56%	61%	5%	5	4	80%
Reading	5	Postma	Eco. Dis.	59	27	46%	51%	5%	72	34	47%
Reading	5	Postma	LEP Current	10	0	0%	5%	5%	20	5	25%
Reading	5	Postma	At-Risk	71	20	28%	33%	5%	100	46	46%
Reading	5	Postma	SPED	13	3	23%	28%	5%	14	3	21%

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	Postma	All	150	39	26%	31%	5%	162	53	33%
Science	5	Postma	Hispanic	50	14	28%	33%	5%	54	10	19%
Science	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Postma	Asian	20	10	50%	55%	5%	24	13	54%
Science	5	Postma	African Am.	40	4	10%	15%	5%	47	9	19%
Science	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Postma	White	31	9	29%	34%	5%	31	17	55%
Science	5	Postma	Two or More	9	2	22%	27%	5%	5	4	80%
Science	5	Postma	Eco. Dis.	60	15	25%	30%	5%	72	14	19%
Science	5	Postma	LEP Current	10	0	0%	5%	5%	20	3	15%
Science	5	Postma	At-Risk	71	11	15%	20%	5%	100	25	25%
Science	5	Postma	SPED	13	1	8%	13%	5%	14	1	7%

Postma

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 58% to 68% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
58%	60%	62%	65%	68%

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	50%	47%	67%						51%		58%	59%	57%
2022	52%	49%	69%	NA	NA	NA	NA	NA	53%	NA	60%	61%	59%
2023	54%	51%	71%	NA	NA	NA	NA	NA	55%	NA	62%	63%	61%
2024	57%	54%	74%	NA	NA	NA	NA	NA	58%	NA	65%	66%	64%
2025	60%	57%	77%	NA	NA	NA	NA	NA	61%	NA	68%	69%	67%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 53% to 63% by June 2025.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	30%	51%	61%						46%		60%	56%	40%
2022	32%	53%	63%	NA	NA	NA	NA	NA	48%	NA	62%	58%	42%
2023	34%	55%	65%	NA	NA	NA	NA	NA	50%	NA	64%	60%	44%
2024	37%	58%	68%	NA	NA	NA	NA	NA	53%	NA	67%	63%	47%
2025	40%	61%	71%	NA	NA	NA	NA	NA	56%	NA	70%	66%	50%

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.