

# Cypress-Fairbanks Independent School District

## Sheridan Elementary School

### 2021-2022 Campus Improvement Plan



# Mission Statement

Sheridan will:

«Maintain high expectations and promote academic excellence for all.

«Create an environment in which all students and adults feel welcomed, respected, trusted, and engaged.

«Create an environment where we learn together and support each other.

«Foster a positive school climate of a caring community which respects and values diversity.

## Vision

We believe all students can learn to their fullest capacity.

## R3

We are R3!

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Respectful  
Responsible  
Ready to Learn

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: Our CPOC met to analyze the data available in small groups and identified the needs, strengths for campus improvement.

In summary, the comprehensive needs assessment denotes the following: Gaps based on COVID-19 learning loss.

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 Kroger's on Fry Road.

# 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 Targeted Support and Improvement in the following area(s): Asian (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

Based on 2020-21 STAAR data, our students performed at the following levels (all grade levels and content areas combined):

Approaches Performance Level: 62%

Meets Performance Level: 32%

Masters Performance Level: 12%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: AA students scored significantly lower than are all populations in the meets area of STAAR. **Root Cause:** Reading: The lack of teacher knowledge and expertise to adapt the curriculum to meet the needs of these students.

**Problem Statement 2:** Writing: All students scored lower than the district in all areas of writing STAAR **Root Cause:** Writing: Lack of teacher knowledge to teach writing in a hybrid model.

**Problem Statement 3:** Math: African American and SPED student populations scored significantly lower than our ALL population at the approaches level on STAAR. **Root Cause:** Math: The lack of teacher expertise and knowledge to adapt the curriculum to meet the needs of our African American and SPED students.

**Problem Statement 4:** Science: Our African American and Sped. student groups did not score at the same meets and masters levels as the other student groups. **Root Cause:** Science: Teachers did not consistently give the students the hands-on experiences students needed and data to differentiate instruction for small groups.

**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:** Targeted Support and Improvement Reading (data based on 2018-19 identification): Our White and Asian student groups did not meet targets in Reading at the Meets level for 3 consecutive years. **Root Cause:** Targeted Support and Improvement Reading: Teachers were not effectively using the data to differentiate small groups to reteach. Our focus with the data was not on looking at the students reaching Meets and Masters in assessments.

**Problem Statement 8:** Targeted Support and Improvement Math (data based on 2018-19 identification): Our Asian student group did not meet targets in Math at the Meets level for 3 consecutive years. **Root Cause:** Targeted Support and Improvement Math: Teachers were not effectively using the data to differentiate instruction based on the needs of students. Data digs were not focused to look at student groups not reaching the Meets and Masters levels.



# School Culture and Climate

## School Culture and Climate Strengths

Our goal to create positive relationships with our parents made an impact on the number of parents attending school events.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Family Involvement has declined. **Root Cause:** School Culture and Climate: We have not been focused on building positive relationships with our families. We lost sight of the impact that parent involvement can have on student achievement.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

Increased attendance in Science content trainings.

Increased number of staff holding share sessions with campus teachers.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff Absences are high in the months of October and February **Root Cause:** Teacher/Paraprofessional Attendance: Stress levels are high these months due to testing and lack of holidays.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

We had an increase of parents attending our parent academies compared to past open house events.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Our parents and members of the community did not feel invited and welcomed in our building. **Root Cause:** Parent and Community Engagement: We did not build an equitable partnership with families where they felt like an equal partner.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

## **Student Data: Assessments**

- State and federally required assessment information




# Goals





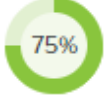




Revised/Approved: October 5, 2021










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

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








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> Reading interventionists will push into classrooms to grow our young readers.</p> <p>The Language Arts Instructional Specialists will help teachers unpack the reading, language and vocabulary teaching points, found or used by the author and illustrator within the mentor text.</p> <p>We will hold guided reading trainings, professional developments and a book study to K-2 teachers to promote teacher knowledge about implementing effective guided reading practices to increase student reading levels and comprehension.</p> <p>We will purchase student book bags K-3 to use during reading workshop to organize students reading materials and we will provide each student K-2 with a take-home reading envelop to promote reading at home.</p> <p>Students will attend STAAR reading camps in 3-5 and tutoring in 1st-5th grade. Parents will be encouraged to attend parent academies to learn strategies to help their child at home.</p> <p>We will have collaborative planning based on rigor and relevance and we will also offer long-range planning after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Writing: Teachers will be more actively engaged in writing planning by removing distractions and focusing on how to implement the writing curriculum. Teachers will plan for weekly grammar lessons with an emphasis on revision and editing skills in second through fifth grades. Our staff will continue to celebrate writers at the end of each writing unit.</p> <p>We will have collaborative weekly planning based on rigor and relevance and we will also offer long-range planning after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ELA Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Writing: The ELA teachers will implement Patterns of Power (weekly grammar lessons), along with starting each LA planning session with a collaborate discussion about Patterns of Power.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ELA Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: Math instructional specialist will visit classrooms to make sure strategies discussed during collaborative planning sessions are being implemented. We will encourage teachers to attend district professional development, and will provide math professional development opportunities on campus to increase knowledge and vertical alignment.</p> <p>We have hired one math interventionist to help support third, fourth, and fifth-grade math students.</p> <p>During collaborative planning, we will coach teachers to increase the rigor and relevance in classroom instruction. We will encourage teams of teachers to long-range plan for upcoming units of study and discuss relevant, age-appropriate strategies.</p> <p>Students will attend STAAR camps in 3-5 and tutoring in 2nd-5th grade. Parents will be encouraged to attend with their child Game Night and parent academies to learn strategies to help their child at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5: Science:</b> We will work with teachers on ways to increase rigor and relevance in teaching practices including hands-on learning and high-level questioning.</p> <p>Professional Development on small group instruction and use of science equipment.</p> <p>We will purchase science consumables for hands-on science lessons.</p> <p>Students will attend 5th grade Science STAAR camps and tutoring, and parents and students are encouraged to participate in the science fair in the spring. Third and fifth-grade students will attend nature trails for hands-on relevant science experiments and observations. First through fourth grade students will bi-monthly attend a garden lesson that focuses on the changes in a garden throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time:</b> The campus will provide 30 minutes of targeted instruction each day that includes: small group instruction, implementation of Education galaxy and push in support from interventionists and ISSs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISSs</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: Well-Rounded Education :</b> The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir Club, Art Club, Social and Emotional Learning using Sanford Harmony.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	Formative		
	Nov	Feb	May
			













Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Deepen understanding of and address specific academic needs of the African American, Asian, and White student groups in an effort to address the needs of all students, particularly at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.</p> <p>1. Salaries: Interventionists will assist primary students in reaching their reading goals and the math interventionists will assist 3rd - 5th AA, Asian, and white students to meet or exceed their instructional goals. Classroom paras will assist classroom teachers so that students will meet their instructional goals. Add a 3rd, 4th, and two 5th grade teachers to reduce classroom sizes in order for students to meet their instructional goals.</p> <p>2. Extra Duty: 1st - 5th grade teachers will tutor students, focusing on the students groups listed above so that they (students) meet or exceed their instructional goals.</p> <p>3. Contracted Services: Hands-on Science enrichment experiences through virtual learning with the Garden Lady.</p> <p>4. Instructional Supplies: High-interest books for teachers to read aloud. Brain Pop to enrich the curriculum, Printer ink to support teachers' materials in the classroom, Science consumables to enrich the science curriculum to support hands-on labs, math manipulatives to supplement curriculum to support hands-on math concepts, all to help students reach their expected targets on the CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Salaries for Classroom Reduction - Title I - \$286,369, Ready to Grow gardens - Stephanie Baker - Title I - \$19,835, Instructional supplies: Science consumables, math manipulatives, books for read alouds, Brain Pop, Education Galaxy, Smarty Ants, Flocabulary, etc. - Title I - \$42,623, Substitute Pay for Title I Salaried Staff - Title I - \$3,753</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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		
<p><b>Strategy 1:</b> Teachers and interventionists will tutor students after school. We will also offer Reading, Math and Science camps to students in 3rd - 5th grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending 2021-2022 after school tutoring Tuesdays will have 95% attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Core Content Area Interventionist: We use an interventionist work with a small group of students using the push in model.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-2022 school year, 95% of the students working with the math core content area interventionist will reach approaches or higher on the Math STAAR test in grades 3 - 5.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 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		
<p><b>Strategy 1:</b> Provide additional academic support for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the STAAR targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Supplies and Extra Duty - Special Allotment: Compensatory Education - \$5,324</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 35%	 55%	 80%
 No Progress  Accomplished  Continue/Modify  Discontinue			








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

**Performance Objective 4: Targeted Support and Improvement:** By the end of the 2020-21 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: Asian (Academic Achievement Reading (74%), Academic Achievement Math (82%), Student Success (73%).

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Targeted Support and Improvement Reading:</b></p> <p>Reading Interventionist will push in to classrooms to grow our young readers to increase early literacy.</p> <p>The ELA IS will support teachers as how to unpack the reading, language and vocabulary teaching points, found or used by the author and illustrator within the mentor text.</p> <p>We will have collaborative planning based on rigor and relevance and we will also offer long-range planning after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Salary for reading interventionist - Title I - \$74,501</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Targeted Support and Improvement Math:</b></p> <p>Math IS will visit classrooms to make sure said strategies discussed during collaborative planning sessions are being implemented. We will encourage and offer incentives for teachers to attend district professional development. We will continue to set the and monitor the use of manipulatives for every student.</p> <p>Our math interventionists will help support third, fourth, and fifth-grade math students using a push in model.</p> <p>Education Galaxy will be used in the classrooms so that teachers can work with students in a small group setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Salary for math interventionist - Title I - \$79,912</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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		
<p><b>Strategy 1: Campus Safety:</b> Staff will be trained on safety procedures and protocols during after school staff meetings.  <b>Strategy's Expected Result/Impact:</b> Staff will appropriately respond to safety drills and actions.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, etc.) throughout the year.</b>  <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

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

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













**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Teachers will reach out to guardians of students who are not in attendance for two consecutive days.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Registrar</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			








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

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

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: PBIS strategies will be implemented campus wide, including the use of the PBIS Rewards app to ensure that students can be positively rewarded for appropriate behaviors. A campus Spirit Store will be available for students to "buy" tangible reward with their PBIS points.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PBIS Committee, Teachers, Behavior Interventionist</p> <p><b>Funding Sources:</b> PBIS Rewards App - Title I - \$3,035</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: The Behavior Interventionist will present cultural awareness Professional Development to all staff members to support our African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will decrease by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior Interventionist, Teachers</p> <p><b>Funding Sources:</b> Registration Fee for Action Based Learning - Title I - \$624</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: The PBIS Committee will provide Professional Development to staff to support restorative discipline practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Interventionist, PBIS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: The campus will continue to implement PBIS with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will be remain at 0%</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

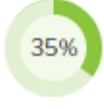








Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: The PBIS Committee will address behaviors, including any violent incidents on campus, and will reference the CFISD Report on Violence and Violence Prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior Interventionist, PBIS Committee</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p><b>Staff Responsible for Monitoring:</b> CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 5%.








**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Increase staff appreciation activities to monthly events.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%.  <b>Staff Responsible for Monitoring:</b> Principal, APs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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







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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development to build teacher's content knowledge.  <b>Strategy's Expected Result/Impact:</b> Implementation of small groups, increased rigorous teaching practices...  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2021-22 school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: We will provide materials to our families that do not have access to academic resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%. Parent Involvement activities include, Parent Academies- Fall and Spring, Drive through Book Bus - 2 events, Family game night - Fall event, Science Fair - Spring event, and We are the World cultural event. Extra duty pay for teachers to attend will be provided in order to support students in reaching their target on the CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p> <p><b>Funding Sources:</b> Books - Title I - \$1,822, Math games - Title I - \$4,500</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title I Campus:</p> <p>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.</p> <p>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): Kroger</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings such as: parent academies, House, Title I meeting, Day of Awesomeness, etc. utilizing a variety of formats (i.e. In person meetings, Zoom, phone conferences, interactive presentations, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for Sheridan Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 5**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Sheridan Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Core Content Area Interventionist	1
1 position	Aide Instructional	1
1 position	Testing Coordinator	1
1 position	Core Content Area Coach	1
1 position	Behavior Interventionist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Reading Intervention	1
Staff	Teacher	Math Intervention	1
Staff	4th Grade Teacher	Class-size Reduction	1
Staff	5th Grade Teacher	Class-size Reduction	1
Staff	5th Grade Teacher	Class-size Reduction	1
Staff	3rd Grade Teacher	Class-size Reduction	1



# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Substitute Pay for Title I Salaried Staff		\$3,753.00
1	1	8	Salaries for Classroom Reduction		\$286,369.00
1	1	8	Ready to Grow gardens - Stephanie Baker		\$19,835.00
1	1	8	Instructional supplies: Science consumables, math manipulatives, books for read alouds, Brain Pop, Education Galaxy, Smarty Ants, Flocabulary, etc.		\$42,623.00
1	4	1	Salary for reading interventionist		\$74,501.00
1	4	2	Salary for math interventionist		\$79,912.00
2	3	1	PBIS Rewards App		\$3,035.00
2	3	2	Registration Fee for Action Based Learning		\$624.00
4	1	1	Books		\$1,822.00
4	1	1	Math games		\$4,500.00
<b>Sub-Total</b>					<b>\$516,974.00</b>
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Extra Duty		\$5,324.00
<b>Sub-Total</b>					<b>\$5,324.00</b>

# 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	Sheridan	All	167	105	63%	80%	17%	179	120	67%
Math	3	Sheridan	Hispanic	87	61	70%	80%	10%	83	59	71%
Math	3	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Sheridan	Asian	7	7	100%	100%	0%	5	5	100%
Math	3	Sheridan	African Am.	57	25	44%	80%	36%	74	44	59%
Math	3	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Sheridan	White	16	12	75%	80%	5%	10	7	70%
Math	3	Sheridan	Two or More	*	*	*	*	*	*	*	*
Math	3	Sheridan	Eco. Dis.	116	72	62%	80%	18%	149	98	66%
Math	3	Sheridan	LEP Current	50	38	76%	80%	4%	33	23	70%
Math	3	Sheridan	At-Risk	124	74	60%	80%	20%	123	78	63%
Math	3	Sheridan	SPED	15	3	20%	50%	30%	27	11	41%
Math	4	Sheridan	All	165	80	48%	75%	27%	205	135	66%
Math	4	Sheridan	Hispanic	84	38	45%	75%	30%	104	67	64%
Math	4	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Sheridan	Asian	9	9	100%	100%	0%	6	6	100%
Math	4	Sheridan	African Am.	50	21	42%	75%	33%	70	44	63%
Math	4	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Sheridan	White	18	10	56%	75%	19%	20	15	75%
Math	4	Sheridan	Two or More	*	*	*	*	*	5	3	60%
Math	4	Sheridan	Eco. Dis.	123	57	46%	75%	29%	156	101	65%
Math	4	Sheridan	LEP Current	33	13	39%	75%	36%	52	29	56%
Math	4	Sheridan	At-Risk	67	35	52%	75%	23%	143	83	58%
Math	4	Sheridan	SPED	17	3	18%	50%	32%	23	9	39%
Math	5	Sheridan	All	204	125	61%	80%	19%	209	155	74%
Math	5	Sheridan	Hispanic	106	72	68%	80%	12%	105	74	70%
Math	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Sheridan	Asian	6	5	83%	88%	5%	10	10	100%
Math	5	Sheridan	African Am.	76	38	50%	75%	25%	69	54	78%
Math	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Sheridan	White	12	8	67%	80%	13%	18	14	78%
Math	5	Sheridan	Two or More	*	*	*	*	*	6	2	33%
Math	5	Sheridan	Eco. Dis.	151	85	56%	75%	19%	159	116	73%
Math	5	Sheridan	LEP Current	29	15	52%	75%	23%	46	29	63%
Math	5	Sheridan	At-Risk	113	66	58%	75%	17%	163	117	72%
Math	5	Sheridan	SPED	23	5	22%	50%	28%	27	7	26%

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Sheridan	All	166	111	67%	80%	13%	179	139	78%
Reading	3	Sheridan	Hispanic	86	61	71%	80%	9%	83	68	82%
Reading	3	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Sheridan	Asian	7	6	86%	90%	4%	5	4	80%
Reading	3	Sheridan	African Am.	57	33	58%	75%	17%	74	54	73%
Reading	3	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Sheridan	White	16	11	69%	80%	11%	10	8	80%
Reading	3	Sheridan	Two or More	*	*	*	*	*	*	*	*
Reading	3	Sheridan	Eco. Dis.	115	80	70%	80%	10%	149	115	77%
Reading	3	Sheridan	LEP Current	49	35	71%	80%	9%	33	23	70%
Reading	3	Sheridan	At-Risk	123	79	64%	80%	16%	123	89	72%
Reading	3	Sheridan	SPED	15	5	33%	50%	17%	27	12	44%
Reading	4	Sheridan	All	163	94	58%	63%	5%	205	162	79%
Reading	4	Sheridan	Hispanic	82	49	60%	80%	20%	104	86	83%
Reading	4	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Sheridan	Asian	9	7	78%	88%	10%	6	6	100%
Reading	4	Sheridan	African Am.	50	24	48%	75%	27%	70	50	71%
Reading	4	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Sheridan	White	18	11	61%	80%	19%	20	16	80%
Reading	4	Sheridan	Two or More	*	*	*	*	*	5	4	80%
Reading	4	Sheridan	Eco. Dis.	122	67	55%	75%	20%	156	122	78%
Reading	4	Sheridan	LEP Current	31	16	52%	75%	23%	52	42	81%
Reading	4	Sheridan	At-Risk	65	44	68%	80%	12%	143	105	73%
Reading	4	Sheridan	SPED	16	5	31%	50%	19%	23	12	52%
Reading	5	Sheridan	All	203	143	70%	80%	10%	208	169	81%
Reading	5	Sheridan	Hispanic	105	80	76%	80%	4%	105	83	79%
Reading	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Sheridan	Asian	6	6	100%	100%	0%	10	10	100%
Reading	5	Sheridan	African Am.	75	44	59%	75%	16%	68	55	81%
Reading	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Sheridan	White	13	10	77%	80%	3%	18	15	83%
Reading	5	Sheridan	Two or More	*	*	*	*	*	6	5	83%
Reading	5	Sheridan	Eco. Dis.	150	104	69%	80%	11%	158	123	78%
Reading	5	Sheridan	LEP Current	29	10	34%	75%	41%	46	30	65%
Reading	5	Sheridan	At-Risk	113	71	63%	80%	17%	162	129	80%
Reading	5	Sheridan	SPED	21	7	33%	50%	17%	27	10	37%

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	Sheridan	All	201	125	62%	80%	18%	206	149	72%
Science	5	Sheridan	Hispanic	104	69	66%	80%	14%	105	76	72%
Science	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Sheridan	Asian	6	4	67%	80%	13%	10	10	100%
Science	5	Sheridan	African Am.	75	40	53%	75%	22%	66	43	65%
Science	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Sheridan	White	12	9	75%	80%	5%	18	14	78%
Science	5	Sheridan	Two or More	*	*	*	*	*	6	5	83%
Science	5	Sheridan	Eco. Dis.	150	88	59%	75%	16%	158	109	69%
Science	5	Sheridan	LEP Current	30	11	37%	75%	38%	46	25	54%
Science	5	Sheridan	At-Risk	110	63	57%	75%	18%	160	110	69%
Science	5	Sheridan	SPED	21	8	38%	75%	37%	27	8	30%

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	Sheridan	All	165	34	21%	40%	19%	205	64	31%
Math	4	Sheridan	Hispanic	84	17	20%	40%	20%	104	36	35%
Math	4	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Sheridan	Asian	9	5	56%	60%	4%	6	3	50%
Math	4	Sheridan	African Am.	50	5	10%	30%	20%	70	15	21%
Math	4	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Sheridan	White	18	6	33%	40%	7%	20	10	50%
Math	4	Sheridan	Two or More	*	*	*	*	*	5	0	0%
Math	4	Sheridan	Eco. Dis.	123	19	15%	30%	15%	156	43	28%
Math	4	Sheridan	LEP Current	33	2	6%	30%	24%	52	11	21%
Math	4	Sheridan	At-Risk	67	16	24%	30%	6%	143	33	23%
Math	4	Sheridan	SPED	17	1	6%	12%	6%	23	5	22%
Math	5	Sheridan	All	204	65	32%	40%	8%	209	81	39%
Math	5	Sheridan	Hispanic	106	40	38%	40%	2%	105	43	41%
Math	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Sheridan	Asian	6	3	50%	55%	5%	10	8	80%
Math	5	Sheridan	African Am.	76	15	20%	35%	15%	69	22	32%
Math	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Sheridan	White	12	6	50%	55%	5%	18	7	39%
Math	5	Sheridan	Two or More	*	*	*	*	*	6	1	17%
Math	5	Sheridan	Eco. Dis.	151	41	27%	35%	8%	159	57	36%
Math	5	Sheridan	LEP Current	29	5	17%	35%	18%	46	15	33%
Math	5	Sheridan	At-Risk	113	30	27%	35%	8%	163	61	37%
Math	5	Sheridan	SPED	23	3	13%	15%	2%	27	5	19%
Reading	4	Sheridan	All	163	56	34%	40%	6%	205	103	50%
Reading	4	Sheridan	Hispanic	82	32	39%	40%	1%	104	57	55%
Reading	4	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Sheridan	Asian	9	6	67%	75%	8%	6	5	83%
Reading	4	Sheridan	African Am.	50	12	24%	40%	16%	70	29	41%
Reading	4	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Sheridan	White	18	4	22%	40%	18%	20	12	60%
Reading	4	Sheridan	Two or More	*	*	*	*	*	5	0	0%
Reading	4	Sheridan	Eco. Dis.	122	39	32%	40%	8%	156	77	49%
Reading	4	Sheridan	LEP Current	31	5	16%	35%	19%	52	20	38%
Reading	4	Sheridan	At-Risk	65	30	46%	50%	4%	143	57	40%
Reading	4	Sheridan	SPED	16	3	19%	35%	16%	23	5	22%

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	Sheridan	All	203	87	43%	50%	7%	208	120	58%
Reading	5	Sheridan	Hispanic	105	53	50%	55%	5%	105	62	59%
Reading	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Sheridan	Asian	6	2	33%	50%	17%	10	8	80%
Reading	5	Sheridan	African Am.	75	23	31%	50%	19%	68	34	50%
Reading	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Sheridan	White	13	6	46%	50%	4%	18	10	56%
Reading	5	Sheridan	Two or More	*	*	*	*	*	6	5	83%
Reading	5	Sheridan	Eco. Dis.	150	57	38%	50%	12%	158	85	54%
Reading	5	Sheridan	LEP Current	29	5	17%	45%	28%	46	21	46%
Reading	5	Sheridan	At-Risk	113	38	34%	50%	16%	162	87	54%
Reading	5	Sheridan	SPED	21	2	10%	12%	2%	27	6	22%
Science	5	Sheridan	All	201	51	25%	40%	15%	206	84	41%
Science	5	Sheridan	Hispanic	104	32	31%	40%	9%	105	39	37%
Science	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Sheridan	Asian	6	3	50%	55%	5%	10	8	80%
Science	5	Sheridan	African Am.	75	10	13%	35%	22%	66	25	38%
Science	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Sheridan	White	12	6	50%	55%	5%	18	8	44%
Science	5	Sheridan	Two or More	*	*	*	*	*	6	3	50%
Science	5	Sheridan	Eco. Dis.	150	30	20%	35%	15%	158	62	39%
Science	5	Sheridan	LEP Current	30	4	13%	35%	22%	46	13	28%
Science	5	Sheridan	At-Risk	110	22	20%	35%	15%	160	58	36%
Science	5	Sheridan	SPED	21	3	14%	35%	21%	27	5	19%

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	Sheridan	All	167	13	8%	30%	22%	179	21	12%
Math	3	Sheridan	Hispanic	87	7	8%	30%	22%	83	12	14%
Math	3	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Sheridan	Asian	7	2	29%	35%	6%	5	0	0%
Math	3	Sheridan	African Am.	57	1	2%	30%	28%	74	6	8%
Math	3	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Sheridan	White	16	3	19%	30%	11%	10	2	20%
Math	3	Sheridan	Two or More	*	*	*	*	*	*	*	*
Math	3	Sheridan	Eco. Dis.	116	9	8%	30%	22%	149	18	12%
Math	3	Sheridan	LEP Current	50	2	4%	25%	21%	33	4	12%
Math	3	Sheridan	At-Risk	124	7	6%	30%	24%	123	12	10%
Math	3	Sheridan	SPED	15	1	7%	10%	3%	27	1	4%
Math	4	Sheridan	All	165	16	10%	30%	20%	205	23	11%
Math	4	Sheridan	Hispanic	84	12	14%	30%	16%	104	12	12%
Math	4	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Sheridan	Asian	9	2	22%	30%	8%	6	2	33%
Math	4	Sheridan	African Am.	50	1	2%	30%	28%	70	5	7%
Math	4	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Sheridan	White	18	0	0%	30%	30%	20	4	20%
Math	4	Sheridan	Two or More	*	*	*	*	*	5	0	0%
Math	4	Sheridan	Eco. Dis.	123	12	10%	30%	20%	156	16	10%
Math	4	Sheridan	LEP Current	33	0	0%	30%	30%	52	4	8%
Math	4	Sheridan	At-Risk	67	9	13%	30%	17%	143	13	9%
Math	4	Sheridan	SPED	17	0	0%	10%	10%	23	2	9%
Math	5	Sheridan	All	204	30	15%	30%	15%	209	32	15%
Math	5	Sheridan	Hispanic	106	20	19%	30%	11%	105	17	16%
Math	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Sheridan	Asian	6	2	33%	35%	2%	10	5	50%
Math	5	Sheridan	African Am.	76	5	7%	25%	18%	69	7	10%
Math	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Sheridan	White	12	3	25%	35%	10%	18	2	11%
Math	5	Sheridan	Two or More	*	*	*	*	*	6	1	17%
Math	5	Sheridan	Eco. Dis.	151	17	11%	30%	19%	159	23	14%
Math	5	Sheridan	LEP Current	29	3	10%	30%	20%	46	3	7%
Math	5	Sheridan	At-Risk	113	16	14%	30%	16%	163	21	13%
Math	5	Sheridan	SPED	23	2	9%	25%	16%	27	3	11%



Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Sheridan	All	166	14	8%	25%	17%	179	40	22%
Reading	3	Sheridan	Hispanic	86	9	10%	25%	15%	83	17	20%
Reading	3	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Sheridan	Asian	7	1	14%	25%	11%	5	2	40%
Reading	3	Sheridan	African Am.	57	2	4%	25%	21%	74	15	20%
Reading	3	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Sheridan	White	16	2	13%	25%	12%	10	4	40%
Reading	3	Sheridan	Two or More	*	*	*	*	*	*	*	*
Reading	3	Sheridan	Eco. Dis.	115	11	10%	25%	15%	149	28	19%
Reading	3	Sheridan	LEP Current	49	3	6%	25%	19%	33	4	12%
Reading	3	Sheridan	At-Risk	123	11	9%	25%	16%	123	17	14%
Reading	3	Sheridan	SPED	15	1	7%	10%	3%	27	1	4%
Reading	4	Sheridan	All	163	25	15%	30%	15%	205	42	20%
Reading	4	Sheridan	Hispanic	82	12	15%	30%	15%	104	28	27%
Reading	4	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Sheridan	Asian	9	5	56%	60%	4%	6	0	0%
Reading	4	Sheridan	African Am.	50	6	12%	30%	18%	70	7	10%
Reading	4	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Sheridan	White	18	1	6%	20%	14%	20	7	35%
Reading	4	Sheridan	Two or More	*	*	*	*	*	5	0	0%
Reading	4	Sheridan	Eco. Dis.	122	17	14%	30%	16%	156	31	20%
Reading	4	Sheridan	LEP Current	31	2	6%	20%	14%	52	3	6%
Reading	4	Sheridan	At-Risk	65	11	17%	30%	13%	143	18	13%
Reading	4	Sheridan	SPED	16	2	13%	25%	12%	23	3	13%
Reading	5	Sheridan	All	203	53	26%	35%	9%	208	85	41%
Reading	5	Sheridan	Hispanic	105	32	30%	35%	5%	105	47	45%
Reading	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Sheridan	Asian	6	0	0%	10%	10%	10	6	60%
Reading	5	Sheridan	African Am.	75	14	19%	30%	11%	68	25	37%
Reading	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Sheridan	White	13	4	31%	40%	9%	18	4	22%
Reading	5	Sheridan	Two or More	*	*	*	*	*	6	2	33%
Reading	5	Sheridan	Eco. Dis.	150	34	23%	35%	12%	158	63	40%
Reading	5	Sheridan	LEP Current	29	3	10%	25%	15%	46	12	26%
Reading	5	Sheridan	At-Risk	113	21	19%	30%	11%	162	58	36%
Reading	5	Sheridan	SPED	21	0	0%	10%	10%	27	3	11%

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	Sheridan	All	201	13	6%	30%	24%	206	38	18%
Science	5	Sheridan	Hispanic	104	7	7%	30%	23%	105	20	19%
Science	5	Sheridan	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Sheridan	Asian	6	2	33%	38%	5%	10	6	60%
Science	5	Sheridan	African Am.	75	3	4%	30%	26%	66	7	11%
Science	5	Sheridan	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Sheridan	White	12	1	8%	30%	22%	18	3	17%
Science	5	Sheridan	Two or More	*	*	*	*	*	6	1	17%
Science	5	Sheridan	Eco. Dis.	150	8	5%	30%	25%	158	27	17%
Science	5	Sheridan	LEP Current	30	0	0%	30%	30%	46	5	11%
Science	5	Sheridan	At-Risk	110	7	6%	30%	24%	160	26	16%
Science	5	Sheridan	SPED	21	0	0%	10%	10%	27	1	4%

**Sheridan**

## 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 34% to 44% by June 2025.**

### Yearly Target Goals

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
34%	36%	38%	41%	44%

### 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%	36%							33%		31%	37%	27%
2022	32%	38%	NA	NA	NA	NA	NA	NA	35%	NA	33%	39%	29%
2023	34%	40%	NA	NA	NA	NA	NA	NA	37%	NA	35%	41%	31%
2024	37%	43%	NA	NA	NA	NA	NA	NA	40%	NA	38%	44%	34%
2025	40%	46%	NA	NA	NA	NA	NA	NA	43%	NA	41%	47%	37%

## 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 39% to 49% by June 2025.**

### Yearly Target Goals

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
39%	41%	43%	46%	49%

### 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	33%	42%							34%		38%	41%	33%
2022	35%	44%	NA	NA	NA	NA	NA	NA	36%	NA	40%	43%	35%
2023	37%	46%	NA	NA	NA	NA	NA	NA	38%	NA	42%	45%	37%
2024	40%	49%	NA	NA	NA	NA	NA	NA	41%	NA	45%	48%	40%
2025	43%	52%	NA	NA	NA	NA	NA	NA	44%	NA	48%	51%	43%

# 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 (2<sup>nd</sup>-5<sup>th</sup>)
    - 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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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.