

Cypress-Fairbanks Independent School District

Warner Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Warner Elementary will provide learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

Effective Communicator; Competent Problem-Solver; Self-directed Learner; Responsible Citizen, and a Quality Producer.

Vision

Our mission at Warner Elementary is to instill within our students high standards for academic achievement, integrity, leadership, and to be a responsible citizen.

P.R.I.D.E.

Purpose

Respect

Integrity

Dependable

Effort

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

The Warner Elementary staff included 71 teachers, 19 paraprofessionals, and 7 administrators in September 2019.

The student population as of September 2019 was:

34.5% White

18% Hispanic

12% African American

31.4% Asian

3.5% Two or more races

16.8% Economically Disadvantaged

Demographics Strengths

Prior to being out for COVID-19 the data supported gains in

Student Achievement

Student Achievement Summary

Student Achievement Strengths

Third Grade Reading: AA sub population in the area of "meets" from 59% to 65%, this sub population was above the district and the cluster group %

Third Grade Reading" LEP sub population was above the district and the cluster group %

Third Grade Reading: increased in our AA sub population in the area of "approaches" from 77% from 94%, this sub population was above the district and the cluster group %

Third Grade Reading: LEP sub population in the area of "approaches" was above the district and the cluster group %

Third Grade Reading: LEP sub population increased in the area of "Masters" by 1% and was above the district and cluster group %

Third Grade Math: All in the area of "approaches" was above the district and cluster group % with an 87%

Third Grade Math: AA sub population in the area of "approaches" increased from 77% to 82% and was above the district and cluster group %

Third Grade Math: LEP sub population in the area of "approaches" was above the district and cluster group %

Third Grade Math: SpEd sub population in the area of "approaches" was above the district and cluster group %

Third Grade Math: All was above the district and cluster in the area of "meets"

Third Grade Math: White sub population in the area of "meets" was above the district and cluster group %

Third Grade Math: LEP sub population in the area of "meets" was above the district and cluster group %

Third Grade Math: SpEd sub population in the area of "meets" was above the district and cluster group %

Third Grade Math: All in the area of "masters" was above the district and cluster group %

Third Grade Math Hispanic sub population in the area of "masters" was above the district and cluster group %

Third Grade Math: Economically Disabled sub population in the area of "masters" was above the district and cluster group %

Third Grade Math: LEP sub population in the area of "masters" was above the district and cluster group %

Thirds Grade Math: SpEd sub population in the area of "masters" was above the district and cluster group %

Fourth Grade Reading: All group in the area of "approaches" was above the district and cluster group %

Fourth Grade Reading: Hispanic sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Reading: White sub population in the area of "approaches" was above the district %

Fourth Grade Reading: Economically Disadvantaged sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Reading: LEP sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Reading: SpEd sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Reading: All in the area of "meets" was above the district and cluster group %

Fourth Grade Reading: Hispanic sub population in the area of "meets" was above the district and cluster group %

Fourth Grade Reading: White sub population in the area of "meets" was above in the district and the cluster group %

Fourth Grade Reading: Economically Disadvantaged sub population in the area of "meets" was above the district and cluster group %

Fourth Grade Reading: LEP sub population in the area of "meets" was above the district and cluster group %

Fourth Grade Reading: SpEd sub population in the area of "meets" was above the district and cluster group % and had an increase from 12% to 45%

Fourth Grade Reading: All in the area of "masters" was above the district and cluster group %

Fourth Grade Hispanic sub population in the area of "masters" was above the district and cluster group %

Fourth Grade Reading: AA sub population in the area of "masters" was above the district and cluster % and had an increase from 29% to 32%

Fourth Grade Reading: Economically Disadvantaged sub population in the area of "masters" was above the district and cluster group %

Fourth Grade Reading: SpEd sub population in the area of "masters" was above the district and cluster group % and had an increase from 12% to 18%

Fourth Grade Writing: All in the area of "approaches" was above the district and cluster group %

Fourth Grade Writing: Hispanic sub population in the area of "approaches" was above the district and the cluster group %

Fourth Grade Writing: AA sub population in the area of "approaches" was above the district and the cluster group %

Fourth Grade Writing: Economically Disadvantaged sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Writing: LEP sub population in the area of "approaches" increased from 44% to 60% and was above the district and cluster group %

Fourth Grade Writing: SpEd sub population in the area of "approaches" increased from 29% to 41% and was above the district and cluster group %

Fourth Grade Writing: All in the area of "meets" increased from 57% to 59% and was above the district and cluster group %

Fourth Grade Writing: Hispanic sup population in the area of "meets" increased from 47% to 57% and was above the district and cluster group %

Fourth Grade Writing: AA sub population in the area of "meets" was above the district and cluster group %

Fourth Grade Writing: Economically Disadvantaged sub population in the area of "meets" increased from 40% to 47% and was above the district and cluster group %

Fourth Grade Writing: LEP sub population in the area of "meets" increased from 11% to 33% and was above the district and cluster group %

Fourth Grade Writing: SpEd sub population in the area of "meets" increase from 12% to 32% and was above the district and cluster group %

Fourth Grade Writing: All group in the area of "masters" increased from 19% to 26% and was above the district and cluster group %

Fourth Grade Writing: Hispanic sub population in the area of "masters" increased from 9% to 26% and was above the district and cluster group %

Fourth Grade Writing: AA sub population in the area of "masters" was above the district and cluster group %

Fourth Grade Writing: Economically Disadvantaged sub population group in the area of "masters" increased from 4% to 11% and was above the district and cluster % group %

Fourth Grade Writing: LEP sub population group in the area of "masters" increase from 2% to 14% and was above the district and cluster group %

Fourth Grade Math: All in the area of "approaches" was above the district and cluster group %

Fourth Grade Math: Hispanic sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Math: AA sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Math: White sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Math: Economically Disadvantaged sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Math: LEP sub population in the area of "approaches" increased from 45% to 75% and was above the district and cluster group %

Fourth Grade Math: SpEd sub population in the area of "approaches" was above the district and cluster group %

Fourth Grade Math: All group in the area of "meets" was above the district and cluster group %

Fourth Grade Math: AA sub population in the area of "meets" was above the district and cluster group %

Fourth Grade Math: White sub population in the area of "meets" was above the district and cluster group %

Fourth Grade Math: LEP sub population in the area of "meets" was above the district and cluster group % and increase from 44% to 50%

Fourth Grade Math: All group in the area of "masters" was above the district and cluster group%.

Fourth Grade Math: Hispanic sub population in the area of "masters" was above the district and cluster group %

Fourth Grade Math: AA sub population in the area of "masters" was above the district and cluster group %

Fourth Grade Math: Economically Disadvantaged sub population in the area of "masters" was above the district and cluster group %

Fourth Grade Math: LEP sub population in the area of "masters" increased from 33% to 44% and was above the district and cluster group %

Fourth Grade Math: SpEd sub population in the area of "masters" increased from 18% to 24% and was above the district and cluster group %

Fifth Grade Reading: Hispanic sub population in the area of "approaches" was above the district and cluster group %

Fifth Grade Reading: All group in the area of "meets" was above the district and campus group %

Fifth Grade Reading: Hispanic sub population in the area of "meets" was above the district and cluster group %

Fifth Grade Reading: White sub population in the the area of "meets" was above the district and cluster group %

Fifth Grade Reading: LEP sub population in the area of "meets" was above the district and cluster group % and increased from 36% to 43%

Fifth Grade Reading: SpEd sub population in the area of "meets" was above the district and cluster group %

Fifth Grade Reading: All group in the area of "masters" was above the district was above the district and cluster group %

Fifth Grade Reading: Hispanic sub population in the area of "masters" increased from 57% to 68% and was above the district and cluster group %

Fifth Grade Reading: White sub population in the area of "masters" was above the district and cluster group %

Fifth Grade Reading: SpEd sub population in the area of "masters" increase from 20% to 29% and was above the district and cluster group %

Fifth Grade Math: Hispanic sub population in the area of "approaches" increased from 94% to 100% and was above the district and cluster group %

Fifth Grade Math: White sub population in the area of "approaches" was above the district and cluster group %

Fifth Grade Math: SpEd sub population in the area of "approaches" was above the district and cluster group %

Fifth Grade Math: All group in the area of "meets" was above the district and cluster group %

Fifth Grade Math: Hispanic sub population in the area of "meets" increased from 82% to 85% and was above the district and cluster group %

Fifth Grade Math: White sub population in the area of "meets" was above the district and cluster group %

Fifth Grade Math: LEP sub population in the area of "meets" increase from 45% to 57% and was above the district and cluster group %

Fifth Grade Math: SpEd sub population in the area of "meets" increased from 40% to 50% and was above the district and cluster group %

Fifth Grade Math: All group in the area of "masters" as above the district and cluster group %

Fifth Grade Math : Hispanic sub population in the area of "masters" increased from 61% to 73% and was above the district and cluster group %

Fifth Grade Math: White sub population in the area of "masters" was above the district and cluster group %

Fifth Grade Math: LEP sub population in the area of "masters" was above the district and cluster group %

Fifth Grade Math: SpEd sub population in the area of "masters" was above the district and cluster group %

Fifth Grade Science: Hispanic sub population in the area of "approaches" was above the district and cluster group %

Fifth Grade Science: White sub population in the area of "approaches" was above the district and cluster group %

Fifth Grade Science: LEP sub population in the area of "approaches" increased from 64% to 71% and was above the district and cluster group %

Fifth Grade Science: All group in the area of "meets" was above the district and cluster group %

Fifth Grade Science: Hispanic sub population in the area of "meets" was above the district and cluster group %

Fifth Grade Science: White sub population in the area of "meets" was above the district and cluster group %

Fifth Grade Science: LEP sub population in the area of "meets" was above the district and cluster group %

Fifth Grade Science: SpEd sub population in the area of "meets" was above the district and cluster group %

Fifth Grade Science: Hispanic sub population in the area of "masters" was above the district and cluster group %

Fifth Grade Science: LEP sub population in the area of "master" was above the district and cluster group %

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Most student areas show a decrease in scores due to reading gaps. **Root Cause:** Reading: Due to COVID, hybrid and online learning students have learning gaps , we need analyze data and differentiate instruction to close the gaps.

Problem Statement 2: Writing: All student groups need to make the connection between reading and writing and using writing to express ideas. **Root Cause:** Writing: Writing is mostly expected in language arts class, we will increase the use of writing responses into each subject area helping to make the connection between reading and writing.

Problem Statement 3: Math: Most student groups show a decrease in scores due to educational gaps. **Root Cause:** Math: Due to COVID, hybrid and online learning students have learning gaps , we need analyze data and differentiate instruction to close the gaps.

Problem Statement 4: Science: Most student groups show a decrease in scores due to educational gaps. **Root Cause:** Science: Due to COVID, hybrid and online learning students have learning gaps , we need analyze data and differentiate instruction to close the gaps.

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

Student attendance was 97.9

Our campus did not have any off campus suspensions.

As a school we completed all safety drills.

99% of our staff feel safe at school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Inappropriate physical contact is an area we can improve on. **Root Cause:** School Culture and Climate: Identify the root of behavior issues and provide more appropriate outlets for students to use during times of frustration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Staff members served as mentors for at-risk students.
- We had several members participate in the district Digital Learning conference this year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We will continue to increase staff attendance to better serve our students and provide first best instruction. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to stress the importance of teachers being in the classroom as much as possible.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Parents participated in parent/teacher conferences.
- Parent volunteers continued to be strong within our school.
- PTO supported student events at school.
- Most parents attended Meet the Teacher.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents want to be a part of supporting our students academically as well. **Root Cause:** Parent and Community Engagement: Training would be necessary to provide parents with appropriate tools and strategies to support students.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- 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

Student Data: Student 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices




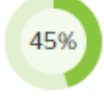

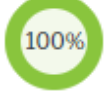



Goals




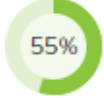









Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

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

Summative Evaluation: Met Objective














Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Target students for Read 180 instruction in 4th and 5th grade. Teachers will use components of balanced literacy to close the gaps within our targeted sub populations. Teachers will utilize the STAAR Ready Test supports for small group instruction. We will use the referenced materials as resources to support strategy groups and test talk to build testing and vocabulary skills.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, classroom teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Teachers will provide small group instruction through strategy groups focusing on revision and editing using the Writing Strategy Book.</p> <p>Implementation of Patterns of Power curriculum daily for all students groups.</p> <p>Focus on multi-sensory grammar.</p> <p>Administrative tutoring provided to targeted groups in during the Spring semester.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, classroom teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Review of writing samples across grade levels and providing feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, classroom teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will continue to use the strategies taught in the Garland Linkenhoger math training. The training is researched based and provides teachers with a deeper understanding of how to teach math.</p> <p>Imagine Math-Students have access to this program at home and at school. The program is aligned with the TEKS and works at the student's pace.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, classroom teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Focus on building oral language opportunities, increase vocabulary and provide hands on learning opportunities. Interactive learning garden provides students will real world opportunities to experience hands-on.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, classroom teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Small group instruction based on the area/s of need for the student.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, classroom teachers.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring: This will target students that are not meeting grade level reading and math standards. Strategy's Expected Result/Impact: 90% of students targeted will show growth from their average score of pre/post assessments by grade level. Staff Responsible for Monitoring: Principal AP IS's</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core Content Area Interventionist: (Reading) Strategy's Expected Result/Impact: 90% of students will show growth by the end of the school year. Staff Responsible for Monitoring: Principal AP IS</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Temporary worker to support students in reading Strategy's Expected Result/Impact: Meet or exceed the STAAR targets on the attached data table Staff Responsible for Monitoring: Principal AP IS</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 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Continue to train staff on safety methods, drills and safety plans. Staff Responsible for Monitoring: Administrative team,</p>	Formative		
	Nov	Feb	May
	 35%	 80%	 100%
Strategy 2 Details	Formative Reviews		
<p>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.</p>	Formative		
	Nov	Feb	May
	 35%	 75%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 99%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Perfect attendance awards will be given each 9 weeks as well as a cumulative award given for perfect attendance for the year.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain the same or increase by 5%.</p> <p>Staff Responsible for Monitoring: All</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</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 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: We will continue to use the PBIS level II, to ensure appropriate behaviors are consistently taught and expected.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: We will continue to provide staff development through student services and on campus in the area of classroom management. We will reteach appropriate behaviors and get to the function of the behavior.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We will continue to provide staff development through student services and on campus in the area of classroom management.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: We will continue to use our PBIS strategies with students school-wide and provide new teacher training the area of discipline.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will continue using project safety monthly lessons, the counselor will continue core essential values, bully prevention, guidance lessons, character trait lessons monthly with students. Staff has been trained on suicide prevention. TIPLINE-used to report bullying anonymously.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</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 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified time lines.</p> <p>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.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 3.25%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for each 9 weeks for perfect attendance, semester perfect attendance and full year perfect attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3.25%.</p> <p>Staff Responsible for Monitoring: All</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Guided Reading training, Garland Linkenhoger training, schoology, Digital Learning Conference</p> <p>Strategy's Expected Result/Impact: Increased technology within the classroom lessons, provide hands on math instruction, schoology lessons for on line learning.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Increase communication using various methods to encourage parent/community involvement in school related functions.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Warner Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Warner Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
2 positions	Reaching Enrichment/SGRI Teacher	1

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	Warner	All	172	149	87%	90%	3%	191	175	92%
Math	3	Warner	Hispanic	29	19	66%	70%	4%	33	26	79%
Math	3	Warner	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Warner	Asian	60	57	95%	97%	2%	66	65	98%
Math	3	Warner	African Am.	17	14	82%	85%	3%	28	24	86%
Math	3	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Warner	White	57	53	93%	95%	2%	57	54	95%
Math	3	Warner	Two or More	9	6	67%	70%	3%	7	6	86%
Math	3	Warner	Eco. Dis.	24	15	63%	65%	2%	34	30	88%
Math	3	Warner	LEP Current	24	21	88%	89%	1%	26	23	88%
Math	3	Warner	At-Risk	61	50	82%	85%	3%	69	59	86%
Math	3	Warner	SPED	14	8	57%	59%	2%	18	12	67%
Math	4	Warner	All	180	160	89%	92%	3%	196	172	88%
Math	4	Warner	Hispanic	34	27	79%	82%	3%	36	27	75%
Math	4	Warner	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Warner	Asian	60	56	93%	95%	2%	67	65	97%
Math	4	Warner	African Am.	19	14	74%	77%	3%	23	18	78%
Math	4	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Warner	White	60	56	93%	96%	3%	59	54	92%
Math	4	Warner	Two or More	7	7	100%	100%	0%	11	8	73%
Math	4	Warner	Eco. Dis.	20	15	75%	78%	3%	32	25	78%
Math	4	Warner	LEP Current	16	12	75%	78%	3%	26	22	85%
Math	4	Warner	At-Risk	45	41	91%	93%	2%	74	60	81%
Math	4	Warner	SPED	21	10	48%	51%	3%	13	6	46%
Math	5	Warner	All	167	154	92%	95%	3%	212	201	95%
Math	5	Warner	Hispanic	26	26	100%	100%	0%	39	35	90%
Math	5	Warner	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Warner	Asian	52	50	96%	99%	3%	72	70	97%
Math	5	Warner	African Am.	28	20	71%	74%	3%	29	24	83%
Math	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Warner	White	55	54	98%	100%	2%	64	64	100%
Math	5	Warner	Two or More	*	*	*	*	*	8	8	100%
Math	5	Warner	Eco. Dis.	22	16	73%	75%	2%	38	32	84%
Math	5	Warner	LEP Current	7	5	71%	73%	2%	17	14	82%
Math	5	Warner	At-Risk	65	54	83%	85%	2%	89	78	88%
Math	5	Warner	SPED	16	12	75%	78%	3%	23	14	61%

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	Warner	All	172	150	87%	90%	3%	191	181	95%
Reading	3	Warner	Hispanic	29	19	66%	70%	4%	33	30	91%
Reading	3	Warner	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Warner	Asian	60	58	97%	100%	3%	66	64	97%
Reading	3	Warner	African Am.	17	16	94%	97%	3%	28	25	89%
Reading	3	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Warner	White	57	49	86%	89%	3%	57	55	96%
Reading	3	Warner	Two or More	9	8	89%	90%	1%	7	7	100%
Reading	3	Warner	Eco. Dis.	24	17	71%	73%	2%	34	32	94%
Reading	3	Warner	LEP Current	24	19	79%	82%	3%	26	24	92%
Reading	3	Warner	At-Risk	61	48	79%	82%	3%	69	60	87%
Reading	3	Warner	SPED	14	7	50%	53%	3%	18	14	78%
Reading	4	Warner	All	180	154	86%	90%	4%	196	179	91%
Reading	4	Warner	Hispanic	34	28	82%	85%	3%	36	29	81%
Reading	4	Warner	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Warner	Asian	60	56	93%	95%	2%	67	66	99%
Reading	4	Warner	African Am.	19	11	58%	61%	3%	23	20	87%
Reading	4	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Warner	White	60	52	87%	90%	3%	59	55	93%
Reading	4	Warner	Two or More	7	7	100%	100%	0%	11	9	82%
Reading	4	Warner	Eco. Dis.	20	16	80%	83%	3%	32	28	88%
Reading	4	Warner	LEP Current	16	12	75%	78%	3%	26	23	88%
Reading	4	Warner	At-Risk	45	40	89%	91%	2%	74	62	84%
Reading	4	Warner	SPED	22	14	64%	67%	3%	13	6	46%
Reading	5	Warner	All	164	145	88%	90%	2%	213	202	95%
Reading	5	Warner	Hispanic	25	22	88%	90%	2%	39	34	87%
Reading	5	Warner	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Warner	Asian	50	47	94%	95%	1%	73	71	97%
Reading	5	Warner	African Am.	28	20	71%	73%	2%	29	26	90%
Reading	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Warner	White	55	51	93%	95%	2%	64	63	98%
Reading	5	Warner	Two or More	*	*	*	*	*	8	8	100%
Reading	5	Warner	Eco. Dis.	22	15	68%	70%	2%	38	34	89%
Reading	5	Warner	LEP Current	7	4	57%	59%	2%	17	15	88%
Reading	5	Warner	At-Risk	65	51	78%	80%	2%	89	78	88%
Reading	5	Warner	SPED	14	7	50%	52%	2%	23	15	65%

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	Warner	All	164	144	88%	90%	2%	213	197	92%
Science	5	Warner	Hispanic	25	23	92%	95%	3%	39	36	92%
Science	5	Warner	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Warner	Asian	51	49	96%	99%	3%	73	70	96%
Science	5	Warner	African Am.	27	16	59%	61%	2%	29	24	83%
Science	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Warner	White	55	52	95%	98%	3%	64	60	94%
Science	5	Warner	Two or More	*	*	*	*	*	8	7	88%
Science	5	Warner	Eco. Dis.	22	15	68%	70%	2%	38	31	82%
Science	5	Warner	LEP Current	7	5	71%	73%	2%	17	14	82%
Science	5	Warner	At-Risk	64	47	73%	75%	2%	89	75	84%
Science	5	Warner	SPED	15	8	53%	55%	2%	23	14	61%

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	Warner	All	180	126	70%	80%	10%	196	130	66%
Math	4	Warner	Hispanic	34	16	47%	50%	3%	36	19	53%
Math	4	Warner	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Warner	Asian	60	54	90%	93%	3%	67	56	84%
Math	4	Warner	African Am.	19	9	47%	50%	3%	23	8	35%
Math	4	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Warner	White	60	40	67%	70%	3%	59	40	68%
Math	4	Warner	Two or More	7	7	100%	100%	0%	11	7	64%
Math	4	Warner	Eco. Dis.	20	7	35%	38%	3%	32	13	41%
Math	4	Warner	LEP Current	16	8	50%	53%	3%	26	16	62%
Math	4	Warner	At-Risk	45	32	71%	74%	3%	74	39	53%
Math	4	Warner	SPED	21	6	29%	35%	6%	13	2	15%
Math	5	Warner	All	167	135	81%	84%	3%	212	185	87%
Math	5	Warner	Hispanic	26	22	85%	88%	3%	39	32	82%
Math	5	Warner	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Warner	Asian	52	48	92%	95%	3%	72	69	96%
Math	5	Warner	African Am.	28	13	46%	49%	3%	29	21	72%
Math	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Warner	White	55	49	89%	92%	3%	64	56	88%
Math	5	Warner	Two or More	*	*	*	*	*	8	7	88%
Math	5	Warner	Eco. Dis.	22	11	50%	53%	3%	38	25	66%
Math	5	Warner	LEP Current	7	4	57%	60%	3%	17	13	76%
Math	5	Warner	At-Risk	65	41	63%	65%	2%	89	66	74%
Math	5	Warner	SPED	16	8	50%	53%	3%	23	6	26%
Reading	4	Warner	All	180	120	67%	70%	3%	196	153	78%
Reading	4	Warner	Hispanic	34	18	53%	56%	3%	36	21	58%
Reading	4	Warner	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Warner	Asian	60	45	75%	77%	2%	67	61	91%
Reading	4	Warner	African Am.	19	8	42%	46%	4%	23	17	74%
Reading	4	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Warner	White	60	42	70%	73%	3%	59	47	80%
Reading	4	Warner	Two or More	7	7	100%	100%	0%	11	7	64%
Reading	4	Warner	Eco. Dis.	20	9	45%	48%	3%	32	21	66%
Reading	4	Warner	LEP Current	16	3	19%	23%	4%	26	18	69%
Reading	4	Warner	At-Risk	45	26	58%	61%	3%	74	47	64%
Reading	4	Warner	SPED	22	10	45%	48%	3%	13	4	31%

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

2021-22 Meets CIP Targets

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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	Warner	All	164	124	76%	79%	3%	213	174	82%
Reading	5	Warner	Hispanic	25	18	72%	75%	3%	39	26	67%
Reading	5	Warner	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Warner	Asian	50	46	92%	95%	3%	73	68	93%
Reading	5	Warner	African Am.	28	12	43%	46%	3%	29	19	66%
Reading	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Warner	White	55	44	80%	83%	3%	64	54	84%
Reading	5	Warner	Two or More	*	*	*	*	*	8	7	88%
Reading	5	Warner	Eco. Dis.	22	11	50%	53%	3%	38	28	74%
Reading	5	Warner	LEP Current	7	3	43%	46%	3%	17	10	59%
Reading	5	Warner	At-Risk	65	37	57%	60%	3%	89	54	61%
Reading	5	Warner	SPED	14	5	36%	39%	3%	23	6	26%
Science	5	Warner	All	164	116	71%	74%	3%	213	162	76%
Science	5	Warner	Hispanic	25	17	68%	71%	3%	39	25	64%
Science	5	Warner	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Warner	Asian	51	43	84%	87%	3%	73	68	93%
Science	5	Warner	African Am.	27	9	33%	36%	3%	29	18	62%
Science	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Warner	White	55	44	80%	83%	3%	64	45	70%
Science	5	Warner	Two or More	*	*	*	*	*	8	6	75%
Science	5	Warner	Eco. Dis.	22	7	32%	35%	3%	38	23	61%
Science	5	Warner	LEP Current	7	3	43%	46%	3%	17	9	53%
Science	5	Warner	At-Risk	64	33	52%	56%	4%	89	50	56%
Science	5	Warner	SPED	15	4	27%	30%	3%	23	5	22%

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	Warner	All	172	49	28%	31%	3%	191	85	45%
Math	3	Warner	Hispanic	29	6	21%	23%	2%	33	7	21%
Math	3	Warner	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Warner	Asian	60	29	48%	51%	3%	66	38	58%
Math	3	Warner	African Am.	17	2	12%	15%	3%	28	11	39%
Math	3	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Warner	White	57	11	19%	22%	3%	57	26	46%
Math	3	Warner	Two or More	9	1	11%	14%	3%	7	3	43%
Math	3	Warner	Eco. Dis.	24	4	17%	20%	3%	34	9	26%
Math	3	Warner	LEP Current	24	5	21%	24%	3%	26	11	42%
Math	3	Warner	At-Risk	61	17	28%	31%	3%	69	26	38%
Math	3	Warner	SPED	14	2	14%	17%	3%	18	5	28%
Math	4	Warner	All	180	88	49%	51%	2%	196	93	47%
Math	4	Warner	Hispanic	34	11	32%	35%	3%	36	11	31%
Math	4	Warner	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Warner	Asian	60	41	68%	71%	3%	67	46	69%
Math	4	Warner	African Am.	19	7	37%	40%	3%	23	4	17%
Math	4	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Warner	White	60	26	43%	46%	3%	59	28	47%
Math	4	Warner	Two or More	7	3	43%	46%	3%	11	4	36%
Math	4	Warner	Eco. Dis.	20	6	30%	33%	3%	32	9	28%
Math	4	Warner	LEP Current	16	7	44%	47%	3%	26	10	38%
Math	4	Warner	At-Risk	45	22	49%	52%	3%	74	24	32%
Math	4	Warner	SPED	21	5	24%	27%	3%	13	1	8%
Math	5	Warner	All	167	108	65%	68%	3%	212	142	67%
Math	5	Warner	Hispanic	26	19	73%	76%	3%	39	24	62%
Math	5	Warner	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Warner	Asian	52	42	81%	84%	3%	72	62	86%
Math	5	Warner	African Am.	28	7	25%	28%	3%	29	11	38%
Math	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Warner	White	55	37	67%	70%	3%	64	39	61%
Math	5	Warner	Two or More	*	*	*	*	*	8	6	75%
Math	5	Warner	Eco. Dis.	22	5	23%	25%	2%	38	19	50%
Math	5	Warner	LEP Current	7	2	29%	32%	3%	17	11	65%
Math	5	Warner	At-Risk	65	28	43%	46%	3%	89	46	52%
Math	5	Warner	SPED	16	4	25%	27%	2%	23	2	9%

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	Warner	All	172	65	38%	42%	4%	191	111	58%
Reading	3	Warner	Hispanic	29	9	31%	34%	3%	33	19	58%
Reading	3	Warner	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Warner	Asian	60	27	45%	48%	3%	66	44	67%
Reading	3	Warner	African Am.	17	5	29%	32%	3%	28	15	54%
Reading	3	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Warner	White	57	21	37%	41%	4%	57	31	54%
Reading	3	Warner	Two or More	9	3	33%	35%	2%	7	2	29%
Reading	3	Warner	Eco. Dis.	24	3	13%	15%	2%	34	13	38%
Reading	3	Warner	LEP Current	24	6	25%	28%	3%	26	11	42%
Reading	3	Warner	At-Risk	61	19	31%	34%	3%	69	32	46%
Reading	3	Warner	SPED	14	1	7%	10%	3%	18	4	22%
Reading	4	Warner	All	180	68	38%	41%	3%	196	100	51%
Reading	4	Warner	Hispanic	34	11	32%	35%	3%	36	15	42%
Reading	4	Warner	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Warner	Asian	60	26	43%	46%	3%	67	45	67%
Reading	4	Warner	African Am.	19	6	32%	35%	3%	23	8	35%
Reading	4	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Warner	White	60	20	33%	36%	3%	59	28	47%
Reading	4	Warner	Two or More	7	5	71%	74%	3%	11	4	36%
Reading	4	Warner	Eco. Dis.	20	5	25%	28%	3%	32	11	34%
Reading	4	Warner	LEP Current	16	1	6%	9%	3%	26	6	23%
Reading	4	Warner	At-Risk	45	13	29%	32%	3%	74	22	30%
Reading	4	Warner	SPED	22	4	18%	21%	3%	13	2	15%
Reading	5	Warner	All	164	99	60%	63%	3%	213	141	66%
Reading	5	Warner	Hispanic	25	17	68%	71%	3%	39	21	54%
Reading	5	Warner	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Warner	Asian	50	37	74%	77%	3%	73	61	84%
Reading	5	Warner	African Am.	28	7	25%	28%	3%	29	12	41%
Reading	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Warner	White	55	36	65%	68%	3%	64	40	63%
Reading	5	Warner	Two or More	*	*	*	*	*	8	7	88%
Reading	5	Warner	Eco. Dis.	22	6	27%	29%	2%	38	21	55%
Reading	5	Warner	LEP Current	7	1	14%	17%	3%	17	7	41%
Reading	5	Warner	At-Risk	65	25	38%	41%	3%	89	38	43%
Reading	5	Warner	SPED	14	4	29%	31%	2%	23	2	9%

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	Warner	All	164	65	40%	43%	3%	213	107	50%
Science	5	Warner	Hispanic	25	10	40%	43%	3%	39	16	41%
Science	5	Warner	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Warner	Asian	51	29	57%	60%	3%	73	48	66%
Science	5	Warner	African Am.	27	3	11%	14%	3%	29	10	34%
Science	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Warner	White	55	22	40%	43%	3%	64	28	44%
Science	5	Warner	Two or More	*	*	*	*	*	8	5	63%
Science	5	Warner	Eco. Dis.	22	3	14%	17%	3%	38	13	34%
Science	5	Warner	LEP Current	7	1	14%	17%	3%	17	5	29%
Science	5	Warner	At-Risk	64	19	30%	33%	3%	89	26	29%
Science	5	Warner	SPED	15	0	0%	20%	20%	23	1	4%

Warner

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 72% to 82% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
72%	74%	76%	79%	82%

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		72%	69%		85%				50%		81%	72%	75%
2022	NA	74%	71%	NA	87%	NA	NA	NA	52%	NA	83%	74%	77%
2023	NA	76%	73%	NA	89%	NA	NA	NA	54%	NA	85%	76%	79%
2024	NA	79%	76%	NA	92%	NA	NA	NA	57%	NA	88%	79%	82%
2025	NA	82%	79%	NA	95%	NA	NA	NA	60%	NA	91%	82%	85%

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 70% to 80% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
70%	72%	74%	77%	80%

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		59%	71%		85%				50%		78%	71%	67%
2022	NA	61%	73%	NA	87%	NA	NA	NA	52%	NA	80%	73%	69%
2023	NA	63%	75%	NA	89%	NA	NA	NA	54%	NA	82%	75%	71%
2024	NA	66%	78%	NA	92%	NA	NA	NA	57%	NA	85%	78%	74%
2025	NA	69%	81%	NA	95%	NA	NA	NA	60%	NA	88%	81%	77%

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 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 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.