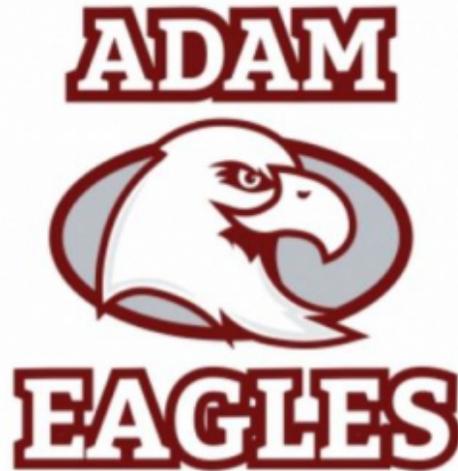


Cypress-Fairbanks Independent School District

Adam Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

District Mission Statement:

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Adam Mission Statement:

Our Adam community puts kids first by building strong relationships through an engaging learning environment that is positive, challenging, and fun. We believe encouragement, patience, high expectations, and quality instruction will lead to the academic success of all our students.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: Our CPOC team met in August to review the previous year's CIP and the progress made toward our goals. We analyzed many forms of data and feedback. After review of our progress and challenges, we met again in September and October to determine the most effective strategies we needed to implement as a team to meet the needs of each student we serve.

The comprehensive needs assessment was reviewed and/or revised at the beginning of the current school year.

In summary, the comprehensive needs assessment denotes the following: Once completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our children that focus on supportive professional relationships, relevant learning opportunities to develop higher levels of engagement and retention of new learning, and rigorous learning experiences that support the development of problem-solving skills and creative thinking. We will maintain a focus on developing a strong foundation in number sense and literacy while also providing experiences for daily critical writing in all content areas. Through teamwork with our family and community, our goal is to meet the needs of each individual student.

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

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

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

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

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

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

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the

campus will provide the following documents translated to the common language:

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

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

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and the two apartment complexes that feed into Adam Elementary. (Ashley Crest and Park Colony)

Student Achievement

Student Achievement Strengths

The following student populations met or exceeded our campus targets for improvement in the Meets and Masters categories for state testing:

Math:

- 4th Grade - Meets Grade Level Standards: All, African American, Economically Disadvantaged, LEP, and Special Educations
- 4th Grade - Masters Grade Level Standard: Economically Disadvantaged and LEP
- 5th Grade - Meets Grade Level Standards: All, Hispanic, African American, White, and Economically Disadvantaged
- 5th Grade - Masters Grade Level Standards: All, Hispanic, African American, White, Economically Disadvantaged, and Special Education

Reading:

- 3rd Grade - Meets Grade Level Standards: Hispanic, African American, LEP
- 3rd Grade Masters Grade Level Standards: Hispanic and African American
- 4th Grade Meets Grade Level Standards: LEP
- 4th Grade Masters Grade Level Standards: African American
- 5th Grade Masters Grade Level Standards: All, Hispanic, White, Economically Disadvantaged, and Special Education

Writing:

- Meets Grade Level Standards: Hispanic, LEP, and Special Education

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our African American, LEP, and special education student populations under performed in comparison to other student populations. **Root Cause:** Reading: Not all staff are consistently planning for targeted small group instruction.

Problem Statement 2: Writing: Our LEP student population consistently performs below grade level standard. **Root Cause:** Writing: Not all staff are consistently building student confidence and developing student interest and effort in writing.

Problem Statement 3: Math: The economically disadvantaged and LEP student populations are not performing at or above grade level standards in comparison to other student populations in each grade level. **Root Cause:** Math: Not all staff are consistently planning and implementing instruction based on individual student need.

Problem Statement 4: Science: The economically disadvantaged student population is not performing to grade level standards. **Root Cause:** Science: Students are not provided adequate opportunities for hands-on exposure and experiences in science.

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

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

School Culture and Climate

School Culture and Climate Strengths

- The Adam Emergency Operations Plan was developed, drills were successfully practiced, and plans were implemented to keep all students, staff, and visitors safe throughout the school year.
- Staff received consistent training throughout the year in social emotional learning and development of students.
- Every Adam student received daily lessons and learning opportunities focused around social emotional development.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Many students are checking out early from school throughout the week missing learning opportunities. **Root Cause:** School Culture and Climate: The staff needs to develop stronger consistent communication with parents about the importance of remaining at school consistently and the adverse affects the time lost has on student learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- The number of personal days staff took throughout the year decreased in comparison to the previous year prior to COVID-19.
- Both teachers and para-professionals attended professional development consistently throughout the year focused on meeting student goals in the areas of academics and social emotional learning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Adam Elementary had a 95.02% attendance rate the previous school year. **Root Cause:** Teacher/Paraprofessional Attendance: The correlation between student success and absences has not remained a focus consistently.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Adam had partnered with the community and families to provide multiple formats to reach out to families in order to increase participation in curriculum events, family events sponsored by the PTO, and PTO general meetings.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: A percentage of families report wanting to see how they can become more involved with the school. **Root Cause:** Parent and Community Engagement: We need to work as a team team to purposefully provide communication in a variety of ways consistently throughout the year so that we may reach a larger audience of families.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: All reading/language arts teachers will focus on the development of literacy through consistent small group instruction that is purposefully planned and differentiated for each student.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats for feedback will include, but are not limited to, critical writing, relevance and rigor walks, video coaching, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team - Principal, Assistant Principals, and Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: All content area teachers will build confident writers by providing diverse daily critical writing opportunities in order to increase writing ability for all students.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats for feedback will include, but are not limited to, critical writing, relevance and rigor walks, video coaching, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: All reading and language arts teachers will teach and hold student accountable for specific grade-level writing conventions using the Adam grammar continuum.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats for feedback will include, but are not limited to, critical writing, relevance and rigor walks, video coaching, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Our math teachers will plan lessons that strengthen students' understanding of foundational skills by planning rigorous learning experiences. Learning opportunities will include scaffolded instructional practices that develop student discourse and provide opportunities for purposeful student reflection in the form of critical writing.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats for feedback will include, but are not limited to, critical writing, relevance and rigor walks, video coaching, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Our science teachers will strengthen students' understanding of science concepts by providing rigorous and relevant, hands-on opportunities. Strategies include higher level student discourse, student created presentations and projects, interactive word walls, and critical writing to justify thinking.</p> <p>The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats for feedback will include, but are not limited to, critical writing, relevance, and rigor walks, video coaching, and CF-TESS.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Funding Sources: Garden lessons, materials, and upkeep - Ready to Grow Gardens - Title I - \$9,925</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: additional targeted and purposeful small group intervention for our most at-risk learners.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Girls Club, Boys Club, Choir</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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Deepen understanding of and address specific academic needs of the African American, Hispanic and economically disadvantaged student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: With Title I support, Adam will implement the following measures.</p> <ol style="list-style-type: none"> 1. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. 2. Ed Galaxy -Students will utilize Ed Galaxy as an additional intervention at school and at home to assist in meeting or exceeding instructional targets. 3. Salaries -The primary Instructional Specialist will assist in ensuring our primary aged students meet or exceed their instructional goals. The behavior coach will assist in ensuring the social emotional needs of our students are met. The class-size reduction reading teacher in 5th grade will assist in lowering the student to teacher ratio assisting in meeting our students' goals in all content areas.. 10. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals. 4. Library Books -Increase the circulation of literature for all students in the school. 5. Classkick Pro -Students will utilize Classkick Pro to assist with classwork, intervention, and practice at school and at home to assist in meeting or exceeding instructional targets. 6 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. <p>Staff Responsible for Monitoring: Principal and Title 1 Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Salaries for a Primary Instructional Coach, Behavior Coach and 5th Grade Class-size Reduction Teacher. - Title I - \$184,698.85, Funding for Temporary Workers - Title I - \$15,000, Ed Galaxy - Title I - \$3,824, Classkick Pro - Title I - \$1,499, Library Books - Title I - \$10,000, Professional Development - Title I - \$2,500</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: Math and Reading camps will be held after the beginning of year assessments. The camps will serve students with gaps in the learning of foundational concepts. The students chosen for the camp will also receive additional supports and interventions throughout the year during school hours. Progress toward individual student goals will be tracked.</p> <p>Strategy's Expected Result/Impact: Students attending the Camp Program will increase their performance from the beginning of year skills assessment to the middle of year skills assessment by at least 10%.</p> <p>Staff Responsible for Monitoring: Principal and the Instructional Leadership Team</p> <p>Funding Sources: Extra Duty Pay - ESSER III - \$1,500, Instructional Materials - ESSER III - \$4,494</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core Content Area Interventionist: provide small group reading interventions to students not reading on level.</p> <p>Strategy's Expected Result/Impact: By May of the 2021-2022 school year at least 80% of the students will increase their reading levels by at least one year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Interventionist - ESSER III - \$80,640, Literature for Intervention - ESSER III - \$5,866</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math Foundational Skills Instruction with Garland Linkenhoger for grades K-5</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 the percentage of students scoring meets on the 3rd, 4th, and 5th grade Math STAAR will increase by at least 5% in comparison to the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Professional Development Services - ESSER III - \$3,000</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Phonics with Shonda Guthrie for grades PK-5</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year the percentage of students reading on grade level in grades K-2 will increase by at least 5% in comparison to the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Professional Development Services - Phonics - ESSER III - \$4,500</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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>Strategy 1: The campus will provide 30 minutes of targeted instruction each day that includes: additional targeted and purposeful small group intervention for our most at-risk learners.</p> <p>Strategy's Expected Result/Impact: Increased passing rate on local and state assessments.</p> <p>Staff Responsible for Monitoring: Instructional Specialists</p> <p>Funding Sources: Charging cords for student laptops - Special Allotment: Compensatory Education - \$3,385, Supplies - Special Allotment: Compensatory Education - \$100</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 2021-2022 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>Strategy 1: Campus Safety: All Adam staff and students will work to develop strong relationships with each other and our community through the implementation of Sanford Harmony systems weekly in every classroom.</p> <p>Strategy's Expected Result/Impact: Students will respect each other and contribute to a positive school culture centered around integrity, unity, and perseverance. Office referrals in the area of inappropriate contact with a peer will decrease by 25%.</p> <p>Staff Responsible for Monitoring: Assistance Principals, Counselors, and Behavior Coach</p>	Formative		
	Nov	Feb	May
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.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
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 2021-2022 school year, student attendance will be at 97%.

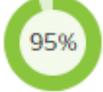
Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will work as a team to track absences and early exits from the instructional day. We will work as a team to identify attendance concerns early, coordinate supports in the school through RTI processes and develop a plan to work with families in a manner that is in the best interest of each student so they may increase attendance.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase to 97%.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team and Campus 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 2021-2022 school year, discipline referrals and exclusionary discipline actions will be decreased by 20%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The PBIS Committee is working to develop a system focusing on data driven decision making. The PBIS team will lead data discussions, create resources for teachers to utilize for consistent implementation of PBIS strategies, and provide monthly professional development to strengthen understanding and implementation of best practices for students through PBIS.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Coach</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All Adam staff will receive consistent professional development and implement learning throughout the year working as a team to better meet the social emotional needs of all students. These training will include, but are not limited to: Restorative Discipline, Oppositional Defiance Professional Development, Sanford Harmony training and coaching. Direct instruction and implementation of strategies learned will be included in Adam's daily social emotional learning time each morning from 8:40-8:50 am.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 20%.</p> <p>Staff Responsible for Monitoring: Counselors and Behavior Coach</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Social skills lessons and Action Based Learning will be provided as interventions throughout the year to develop the skills needed to keep all students safe, develop problem solving skills, and to strengthen peer relationships.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Behavior Coach</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Assistant Principals, Behavior Coach, and teachers will work as a team to develop behavior plans that assist in meeting individual student needs and assist in developing the skills needed to be successful in all classroom settings.</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: Principal, Assistant Principals, and Behavior Coach</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Adam Elementary has a 0 % rate of violent incidents for the 2019, 2020, and 2021 school year. In order to continue to reach this goal we will work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships and celebrate the diversity of our Adam community. These will include, but are not limited to: Daily Sanford Harmony class meetings for all learners, consistent implementation of PBIS, and Hug Buddies mentor system.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Counselors and Behavior Coach</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.)

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 timelines.</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
			
<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 2021-2022 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be recognized at the end of each nine weeks and for the year for perfect attendance by the principal.</p> <p>A professional development will be provided focusing on the correlation between staff absences and student performance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .25%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 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 2021-2022 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>Strategy 1: High-Quality Professional Development: Relationships, Relevance, and Rigor Campus Level Fundamental Five Capturing Kid's Hearts and Leadership Blueprint No More Teaching without Positive Relationships book study</p> <p>Strategy's Expected Result/Impact: Teachers will implement strategies learned from the professional development opportunities in order to better meet the individual needs of all learners in the areas of both academics and social emotional needs.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</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 2021-2022 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Consistent communication will be provided to the families and community through Twitter, Facebook, Remind, Instagram, parent newsletters, Smore, and the Adam website.</p> <p>Based upon parent feedback, more opportunities will be provided to parents throughout the year during curriculum nights to assist parents in finding strategies and methods to use to assist with student learning at home.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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): the two apartment complexes that feed into Adam Elementary.</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal and Title 1 Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings.</p> <p>September 14th and 21st - 5:30 pm During Open House. Documents were made available to parents unable to attend live October 5th - PTO Meeting</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal and Title 1 Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: PAFE Supplies - Title I - \$2,200</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 Adam Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

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Personnel for Adam Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Staff	Core Content Area Interventionist	1
Staff	Core Content Area Interventionist	1
Staff	Core Content Area Interventionist	1
Staff	Core Content Area Interventionist	1
Staff	Reaching Enrichment/SGRI Teacher	1
staff	Aide Instructional	1
staff	Aide Instructional	1
staff	Teacher	1
staff	teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Interventionist	Behavior	1
Staff	Instructional Specialist	Primary	.5
Staff	Teacher	Class-size Reduction	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay		\$1,500.00
1	2	1	Instructional Materials		\$4,494.00
1	2	2	Interventionist		\$80,640.00
1	2	2	Literature for Intervention		\$5,866.00
1	2	3	Professional Development Services		\$3,000.00
1	2	4	Professional Development Services - Phonics		\$4,500.00
Sub-Total					\$100,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Garden lessons, materials, and upkeep - Ready to Grow Gardens		\$9,925.00
1	1	8	Funding for Temporary Workers		\$15,000.00
1	1	8	Ed Galaxy		\$3,824.00
1	1	8	Salaries for a Primary Instructional Coach, Behavior Coach and 5th Grade Class-size Reduction Teacher.		\$184,698.85
1	1	8	Library Books		\$10,000.00
1	1	8	Classkick Pro		\$1,499.00
1	1	8	Professional Development		\$2,500.00
4	1	3	PAFE Supplies		\$2,200.00
Sub-Total					\$229,646.85
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Charging cords for student laptops		\$3,385.00
1	3	1	Supplies		\$100.00
Sub-Total					\$3,485.00

Addendums

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Adam	All	121	72	60%	65%	5%	126	82	65%
Math	3	Adam	Hispanic	58	28	48%	53%	5%	62	38	61%
Math	3	Adam	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Adam	Asian	11	9	82%	87%	5%	9	8	89%
Math	3	Adam	African Am.	13	9	69%	74%	5%	16	7	44%
Math	3	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Adam	White	35	24	69%	74%	5%	33	25	76%
Math	3	Adam	Two or More	*	*	*	*	*	*	*	*
Math	3	Adam	Eco. Dis.	77	40	52%	57%	5%	95	57	60%
Math	3	Adam	LEP Current	25	9	36%	41%	5%	18	8	44%
Math	3	Adam	At-Risk	61	30	49%	54%	5%	73	39	53%
Math	3	Adam	SPED	24	11	46%	51%	5%	22	11	50%
Math	4	Adam	All	115	82	71%	76%	5%	122	80	66%
Math	4	Adam	Hispanic	48	31	65%	70%	5%	59	33	56%
Math	4	Adam	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Adam	Asian	13	12	92%	95%	3%	12	11	92%
Math	4	Adam	African Am.	17	10	59%	64%	5%	16	10	63%
Math	4	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Adam	White	29	23	79%	84%	5%	31	24	77%
Math	4	Adam	Two or More	7	5	71%	76%	5%	*	*	*
Math	4	Adam	Eco. Dis.	72	47	65%	70%	5%	93	56	60%
Math	4	Adam	LEP Current	25	15	60%	65%	5%	25	14	56%
Math	4	Adam	At-Risk	44	28	64%	69%	5%	87	49	56%
Math	4	Adam	SPED	13	5	38%	43%	5%	20	7	35%
Math	5	Adam	All	127	94	74%	79%	5%	133	111	83%
Math	5	Adam	Hispanic	55	37	67%	72%	5%	59	47	80%
Math	5	Adam	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Adam	Asian	15	15	100%	100%	0%	11	11	100%
Math	5	Adam	African Am.	14	8	57%	62%	5%	20	14	70%
Math	5	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Adam	White	38	32	84%	89%	5%	32	28	88%
Math	5	Adam	Two or More	*	*	*	*	*	8	8	100%
Math	5	Adam	Eco. Dis.	68	45	66%	71%	5%	95	77	81%
Math	5	Adam	LEP Current	18	6	33%	38%	5%	31	23	74%
Math	5	Adam	At-Risk	65	37	57%	62%	5%	98	78	80%
Math	5	Adam	SPED	14	7	50%	55%	5%	15	6	40%

Cypress-Fairbanks Independent School District
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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	Adam	All	121	87	72%	77%	5%	125	96	77%
Reading	3	Adam	Hispanic	58	37	64%	69%	5%	62	41	66%
Reading	3	Adam	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Adam	Asian	11	9	82%	87%	5%	9	7	78%
Reading	3	Adam	African Am.	13	11	85%	90%	5%	15	12	80%
Reading	3	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Adam	White	35	27	77%	82%	5%	33	31	94%
Reading	3	Adam	Two or More	*	*	*	*	*	*	*	*
Reading	3	Adam	Eco. Dis.	77	49	64%	69%	5%	94	68	72%
Reading	3	Adam	LEP Current	25	11	44%	49%	5%	18	5	28%
Reading	3	Adam	At-Risk	61	34	56%	61%	5%	72	49	68%
Reading	3	Adam	SPED	24	10	42%	47%	5%	21	12	57%
Reading	4	Adam	All	115	81	70%	75%	5%	122	94	77%
Reading	4	Adam	Hispanic	48	30	63%	68%	5%	59	45	76%
Reading	4	Adam	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Adam	Asian	13	11	85%	90%	5%	12	10	83%
Reading	4	Adam	African Am.	17	12	71%	76%	5%	16	11	69%
Reading	4	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Adam	White	29	23	79%	84%	5%	31	25	81%
Reading	4	Adam	Two or More	7	5	71%	76%	5%	*	*	*
Reading	4	Adam	Eco. Dis.	72	45	63%	68%	5%	93	68	73%
Reading	4	Adam	LEP Current	25	10	40%	45%	5%	25	16	64%
Reading	4	Adam	At-Risk	44	27	61%	66%	5%	87	62	71%
Reading	4	Adam	SPED	13	4	31%	36%	5%	20	10	50%
Reading	5	Adam	All	126	104	83%	88%	5%	133	118	89%
Reading	5	Adam	Hispanic	54	41	76%	81%	5%	59	51	86%
Reading	5	Adam	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Adam	Asian	15	15	100%	100%	0%	11	11	100%
Reading	5	Adam	African Am.	14	10	71%	76%	5%	20	16	80%
Reading	5	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Adam	White	38	34	89%	94%	5%	32	30	94%
Reading	5	Adam	Two or More	*	*	*	*	*	8	7	88%
Reading	5	Adam	Eco. Dis.	68	51	75%	80%	5%	95	82	86%
Reading	5	Adam	LEP Current	17	8	47%	52%	5%	31	24	77%
Reading	5	Adam	At-Risk	64	44	69%	74%	5%	98	85	87%
Reading	5	Adam	SPED	14	8	57%	62%	5%	15	8	53%

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	Adam	All	125	94	75%	80%	5%	132	108	82%
Science	5	Adam	Hispanic	54	37	69%	74%	5%	59	44	75%
Science	5	Adam	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Adam	Asian	14	14	100%	100%	0%	11	11	100%
Science	5	Adam	African Am.	14	9	64%	69%	5%	20	13	65%
Science	5	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Adam	White	38	32	84%	89%	5%	31	29	94%
Science	5	Adam	Two or More	*	*	*	*	*	8	8	100%
Science	5	Adam	Eco. Dis.	68	45	66%	71%	5%	94	74	79%
Science	5	Adam	LEP Current	17	6	35%	40%	5%	31	22	71%
Science	5	Adam	At-Risk	64	38	59%	64%	5%	97	77	79%
Science	5	Adam	SPED	14	7	50%	55%	5%	14	6	43%

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

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Adam	All	115	49	43%	46%	3%	122	41	34%
Math	4	Adam	Hispanic	48	15	31%	46%	15%	59	16	27%
Math	4	Adam	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Adam	Asian	13	12	92%	95%	3%	12	9	75%
Math	4	Adam	African Am.	17	3	18%	31%	13%	16	2	13%
Math	4	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Adam	White	29	15	52%	59%	7%	31	13	42%
Math	4	Adam	Two or More	7	3	43%	54%	11%	*	*	*
Math	4	Adam	Eco. Dis.	72	23	32%	36%	4%	93	25	27%
Math	4	Adam	LEP Current	25	8	32%	40%	8%	25	5	20%
Math	4	Adam	At-Risk	44	17	39%	42%	3%	87	22	25%
Math	4	Adam	SPED	13	2	15%	23%	8%	20	4	20%
Math	5	Adam	All	127	62	49%	52%	3%	133	78	59%
Math	5	Adam	Hispanic	55	18	33%	40%	7%	59	30	51%
Math	5	Adam	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Adam	Asian	15	14	93%	95%	2%	11	11	100%
Math	5	Adam	African Am.	14	5	36%	39%	3%	20	8	40%
Math	5	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Adam	White	38	23	61%	64%	3%	32	21	66%
Math	5	Adam	Two or More	*	*	*	*	*	8	6	75%
Math	5	Adam	Eco. Dis.	68	27	40%	43%	3%	95	48	51%
Math	5	Adam	LEP Current	18	2	11%	40%	29%	31	15	48%
Math	5	Adam	At-Risk	65	24	37%	40%	3%	98	48	49%
Math	5	Adam	SPED	14	2	14%	23%	9%	15	2	13%
Reading	4	Adam	All	115	47	41%	44%	3%	122	61	50%
Reading	4	Adam	Hispanic	48	15	31%	37%	6%	59	28	47%
Reading	4	Adam	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Adam	Asian	13	7	54%	57%	3%	12	8	67%
Reading	4	Adam	African Am.	17	7	41%	44%	3%	16	6	38%
Reading	4	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Adam	White	29	16	55%	60%	5%	31	16	52%
Reading	4	Adam	Two or More	7	2	29%	56%	27%	*	*	*
Reading	4	Adam	Eco. Dis.	72	22	31%	33%	2%	93	42	45%
Reading	4	Adam	LEP Current	25	4	16%	29%	13%	25	7	28%
Reading	4	Adam	At-Risk	44	13	30%	33%	3%	87	33	38%
Reading	4	Adam	SPED	13	3	23%	26%	3%	20	4	20%

Cypress-Fairbanks Independent School District
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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	Adam	All	126	64	51%	54%	3%	133	85	64%
Reading	5	Adam	Hispanic	54	22	41%	44%	3%	59	33	56%
Reading	5	Adam	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Adam	Asian	15	13	87%	90%	3%	11	9	82%
Reading	5	Adam	African Am.	14	5	36%	39%	3%	20	12	60%
Reading	5	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Adam	White	38	22	58%	61%	3%	32	23	72%
Reading	5	Adam	Two or More	*	*	*	*	*	8	6	75%
Reading	5	Adam	Eco. Dis.	68	29	43%	46%	3%	95	55	58%
Reading	5	Adam	LEP Current	17	1	6%	29%	23%	31	12	39%
Reading	5	Adam	At-Risk	64	20	31%	34%	3%	98	55	56%
Reading	5	Adam	SPED	14	2	14%	19%	5%	15	3	20%
Science	5	Adam	All	125	51	41%	44%	3%	132	73	55%
Science	5	Adam	Hispanic	54	13	24%	40%	16%	59	24	41%
Science	5	Adam	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Adam	Asian	14	11	79%	83%	4%	11	11	100%
Science	5	Adam	African Am.	14	4	29%	32%	3%	20	9	45%
Science	5	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Adam	White	38	21	55%	60%	5%	31	21	68%
Science	5	Adam	Two or More	*	*	*	*	*	8	7	88%
Science	5	Adam	Eco. Dis.	68	20	29%	36%	7%	94	45	48%
Science	5	Adam	LEP Current	17	0	0%	29%	29%	31	12	39%
Science	5	Adam	At-Risk	64	15	23%	36%	13%	97	43	44%
Science	5	Adam	SPED	14	3	21%	24%	3%	14	3	21%

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

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
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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	Adam	All	121	12	10%	14%	4%	126	20	16%
Math	3	Adam	Hispanic	58	5	9%	13%	4%	62	10	16%
Math	3	Adam	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Adam	Asian	11	2	18%	22%	4%	9	3	33%
Math	3	Adam	African Am.	13	0	0%	4%	4%	16	0	0%
Math	3	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Adam	White	35	4	11%	15%	4%	33	6	18%
Math	3	Adam	Two or More	*	*	*	*	*	*	*	*
Math	3	Adam	Eco. Dis.	77	5	6%	10%	4%	95	14	15%
Math	3	Adam	LEP Current	25	0	0%	4%	4%	18	0	0%
Math	3	Adam	At-Risk	61	5	8%	12%	4%	73	6	8%
Math	3	Adam	SPED	24	0	0%	4%	4%	22	2	9%
Math	4	Adam	All	115	22	19%	23%	4%	122	22	18%
Math	4	Adam	Hispanic	48	5	10%	14%	4%	59	12	20%
Math	4	Adam	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Adam	Asian	13	5	38%	42%	4%	12	5	42%
Math	4	Adam	African Am.	17	1	6%	10%	4%	16	0	0%
Math	4	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Adam	White	29	8	28%	32%	4%	31	4	13%
Math	4	Adam	Two or More	7	2	29%	33%	4%	*	*	*
Math	4	Adam	Eco. Dis.	72	10	14%	18%	4%	93	13	14%
Math	4	Adam	LEP Current	25	4	16%	20%	4%	25	2	8%
Math	4	Adam	At-Risk	44	7	16%	20%	4%	87	9	10%
Math	4	Adam	SPED	13	0	0%	4%	4%	20	2	10%
Math	5	Adam	All	127	37	29%	33%	4%	133	49	37%
Math	5	Adam	Hispanic	55	9	16%	20%	4%	59	21	36%
Math	5	Adam	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Adam	Asian	15	12	80%	84%	4%	11	8	73%
Math	5	Adam	African Am.	14	3	21%	25%	4%	20	4	20%
Math	5	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Adam	White	38	12	32%	36%	4%	32	11	34%
Math	5	Adam	Two or More	*	*	*	*	*	8	4	50%
Math	5	Adam	Eco. Dis.	68	14	21%	25%	4%	95	29	31%
Math	5	Adam	LEP Current	18	1	6%	10%	4%	31	8	26%
Math	5	Adam	At-Risk	65	11	17%	21%	4%	98	27	28%
Math	5	Adam	SPED	14	2	14%	18%	4%	15	1	7%

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

2021-22 Masters CIP Targets

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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Adam	All	121	23	19%	24%	5%	125	40	32%
Reading	3	Adam	Hispanic	58	12	21%	25%	4%	62	17	27%
Reading	3	Adam	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Adam	Asian	11	4	36%	40%	4%	9	4	44%
Reading	3	Adam	African Am.	13	1	8%	12%	4%	15	3	20%
Reading	3	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Adam	White	35	5	14%	18%	4%	33	14	42%
Reading	3	Adam	Two or More	*	*	*	*	*	*	*	*
Reading	3	Adam	Eco. Dis.	77	14	18%	22%	4%	94	27	29%
Reading	3	Adam	LEP Current	25	1	4%	8%	4%	18	1	6%
Reading	3	Adam	At-Risk	61	10	16%	20%	4%	72	13	18%
Reading	3	Adam	SPED	24	1	4%	7%	3%	21	2	10%
Reading	4	Adam	All	115	16	14%	18%	4%	122	38	31%
Reading	4	Adam	Hispanic	48	2	4%	8%	4%	59	17	29%
Reading	4	Adam	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Adam	Asian	13	3	23%	27%	4%	12	6	50%
Reading	4	Adam	African Am.	17	3	18%	22%	4%	16	1	6%
Reading	4	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Adam	White	29	6	21%	25%	4%	31	11	35%
Reading	4	Adam	Two or More	7	2	29%	34%	5%	*	*	*
Reading	4	Adam	Eco. Dis.	72	8	11%	15%	4%	93	23	25%
Reading	4	Adam	LEP Current	25	0	0%	4%	4%	25	4	16%
Reading	4	Adam	At-Risk	44	4	9%	13%	4%	87	19	22%
Reading	4	Adam	SPED	13	0	0%	4%	4%	20	3	15%
Reading	5	Adam	All	126	48	38%	42%	4%	133	54	41%
Reading	5	Adam	Hispanic	54	14	26%	30%	4%	59	17	29%
Reading	5	Adam	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Adam	Asian	15	12	80%	84%	4%	11	6	55%
Reading	5	Adam	African Am.	14	3	21%	25%	4%	20	8	40%
Reading	5	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Adam	White	38	18	47%	51%	4%	32	16	50%
Reading	5	Adam	Two or More	*	*	*	*	*	8	5	63%
Reading	5	Adam	Eco. Dis.	68	20	29%	34%	5%	95	33	35%
Reading	5	Adam	LEP Current	17	0	0%	4%	4%	31	4	13%
Reading	5	Adam	At-Risk	64	13	20%	24%	4%	98	30	31%
Reading	5	Adam	SPED	14	2	14%	18%	4%	15	3	20%

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	Adam	All	125	24	19%	23%	4%	132	37	28%
Science	5	Adam	Hispanic	54	4	7%	11%	4%	59	12	20%
Science	5	Adam	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Adam	Asian	14	7	50%	54%	4%	11	6	55%
Science	5	Adam	African Am.	14	3	21%	25%	4%	20	4	20%
Science	5	Adam	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Adam	White	38	9	24%	28%	4%	31	11	35%
Science	5	Adam	Two or More	*	*	*	*	*	8	3	38%
Science	5	Adam	Eco. Dis.	68	10	15%	19%	4%	94	18	19%
Science	5	Adam	LEP Current	17	0	0%	4%	4%	31	5	16%
Science	5	Adam	At-Risk	64	9	14%	18%	4%	97	17	18%
Science	5	Adam	SPED	14	0	0%	4%	4%	14	1	7%

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 44% to 54% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
44%	46%	48%	51%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		28%	56%						35%		41%	48%	
2022	NA	30%	58%	NA	NA	NA	NA	NA	37%	NA	43%	50%	NA
2023	NA	32%	60%	NA	NA	NA	NA	NA	39%	NA	45%	52%	NA
2024	NA	35%	63%	NA	NA	NA	NA	NA	42%	NA	48%	55%	NA
2025	NA	38%	66%	NA	NA	NA	NA	NA	45%	NA	51%	58%	NA

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 47% to 57% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
47%	49%	51%	54%	57%

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%	58%						37%		36%	49%	
2022	NA	32%	60%	NA	NA	NA	NA	NA	39%	NA	38%	51%	NA
2023	NA	34%	62%	NA	NA	NA	NA	NA	41%	NA	40%	53%	NA
2024	NA	37%	65%	NA	NA	NA	NA	NA	44%	NA	43%	56%	NA
2025	NA	40%	68%	NA	NA	NA	NA	NA	47%	NA	46%	59%	NA

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.