

Cypress-Fairbanks Independent School District

Danish Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

LEAD

Learn

Empower

Achieve

Dream

ROYAL Matrix

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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: Data was reviewed by grade levels to determine positives and concerns based on last year's data and drafted problem statements and root causes. CPOC Committee takes the information from grade-level teams and makes final determinations for all data/problem statements/root causes. The CPOC committee also reviews teacher input for goals and strategies to make the final determination. The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

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: The campus data was reviewed and it was noted that major areas of concern that we need to address are: support for our economically disadvantaged students in reading and writing, LEP Current in reading, writing and science, support for African students in Math and Science.

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 Mansions Apartment Complex.

Student Achievement

Student Achievement Strengths

- K - TELPAS - 67% of EL students scored at Intermediate and Advanced proficiency level
- K - Reading - Asian and White subgroup scored above 75% passing reading standards
- K- Reading - 76% passed writing sample
- K - Math - 88% passed math standards
- 1 TELPAS - 86% of EL students progressed at least one proficiency level
- 1 - Reading - 83% Asian subgroup passed the reading standard
- 1 - Math - 80% passed math standards
- 2 - Reading - Over 70% passing in High-Frequency Words, ISIP and Writing Sample
- 2- Reading - Asian subgroup 75% passed the reading assessment
- 2 TELPAS - 38% of EL students progressed at least one proficiency level
- 3rd - Reading STAAR - African American subgroup scored above cluster group
- 3rd - Reading STAAR - Asian, White, LEP M2 scored about 80% passing
- 3rd - Reading STAAR - 20% scored masters on STAAR
- 3rd - Math STAAR - White and SPED subgroups scored above cluster
- 3rd Math STAAR - Asian, White, and LEP M1 scored above 83%
- 3rd Math STAAR - 5% scored masters
- 3rd - TELPAS 33% students progressed at least one proficiency level
- 4th - Reading STAAR - All and Hispanic subgroups scored average with cluster group - White and LEP Current scored above cluster group
- 4th - Reading STAAR - White, Two or More Races, LEP M2, and LEP M3 were all above 80% passing
- 4th - Reading STAAR - 17% scored masters level
- 4th - Writing STAAR - White subgroup scored above the cluster and over 75% passing
- 4th - Writing STAAR - 5% scored masters level

4th - Math STAAR - White, LEP M2, and LEP M3 scored above 80% passing

4th Math STAAR - 13% scored masters level

4th Math STAAR - All, Hispanic, White, LEP Current and SPED scored above cluster

4th - TELPAS 17% students progressed at least one proficiency level

5th - Reading STAAR - All, Hispanic, White, African American, White, Special Education subgroups scored higher than cluster group

5th - Reading STAAR - Asian, White, and LEP M4 subgroups scored above 80% passing

5th - Reading STAAR - 26% scored masters level

5th - Math STAAR - Asian and White subgroups scored above 80%

5th - Math STAAR - 18% scored masters level

5th - Math STAAR - White and SPED subgroup scored above cluster

5th Science STAAR - African American, White and SPED subgroups scored equal to or above cluster group

5th - Science STAAR - 14% scored at the masters level

5th - Science STAAR - Asian, White, LEP M2 scored above 83% passing

5th - TELPAS 59% students progressed at least one proficiency level

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our all student group, African-American subgroup, and white subgroup did not meet the state target for Academic Achievement status. **Root Cause:** Reading: We need to work to build students stamina with text and exposure to varying genres with teacher modeling of thinking through questions.

Problem Statement 2: Writing: Our economically disadvantaged students and LEP current students consistently score lower than other subgroups across grade levels. **Root Cause:** Writing: We need to work to build our student's academic and expressive language capacity using teacher modeling and writing across all curriculum areas.

Problem Statement 3: Math: Our all student group, African-American subgroup, Hispanic subgroup, White subgroup, Economically Disadvantaged subgroup, and EL subgroup did not meet the state target for Academic Achievement status. **Root Cause:** Math: We need to increase students number sense using various methods of instruction

Problem Statement 4: Science: Our LEP current and African-American subgroup consistently scored below other subgroups across grade levels. **Root Cause:** Science: We need to increase students academic vocabulary across grade levels.

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

Danish Elementary continues to implement all safety procedures and maintains a productive and safe environment for all staff and students. All emergency operation practices are implemented and all drills are completed. Other strengths of note:

The implementation of PBIS Rewards gave us a quick and easy way to reward students.

Our new PBIS Matrix made it easier to reference and more relatable to students.

Office referrals, suspensions, and removals decreased.

The attendance rate stayed above 95% even with online learning.

Danish continues to maintain strong scores on the 2021 Safety and Security Audit

Danish Effective Behavior Support results indicate strong understanding and use of behavior practices and support across the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Schoolwide structures for PBIS and discipline are not consistently implemented. **Root Cause:** School Culture and Climate: Staff needs additional training and resources to support PBIS and behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We work hard to create a culture of mutual respect and understanding while maintaining high expectations for all staff members.

Some strengths of note:

All new teachers receive a mentor.

All teachers participate in Design Teams to help structure and contribute to the working of the school.

Instructional coaches and digital coaches plan weekly with the teaching teams.

Certified teachers (mostly retired teachers) are hired to assist teachers in reteaching of students in all subjects.

All questions on the Employee Perception Survey scored above 90% Strongly Agree/Agree.

High-quality subscriptions to technology programs are purchased to help teachers with quality digital content and with tracking of student progress.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff Quality, Recruitment and Retention: Challenging behaviors continue to interrupt good first instruction. **Root Cause:** Staff Quality, Recruitment and Retention: New teachers and experienced teachers all need to have a broader toolbox of skills to deal with students with challenging behaviors.

Parent and Community Engagement

Parent and Community Engagement Strengths

We strive to engage parents in all aspects of learning at Danish. Parents participate in Meet the Teacher Day, conferences, Fall Family Night, Winterfest, Book Fairs, Veteran's Day and various other celebrations.

We purchase high-quality technology subscriptions that can be utilized at home for increased quality instruction.

We maintain active communication with parents through Facebook, Twitter, Instagram, School Messenger, Schoology and Remind.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: There is a need to increase ways to connect with families while maintaining social distancing requirements. **Root**

Cause: Parent and Community Engagement: We need to continue encouraging families to attend school events.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card 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
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 19, 2021

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Instructional Specialists and Digital Coach will work with teachers and interventionists to plan and deliver lessons that incorporate higher-level thinking and 21st-century skills (collaboration, critical thinking, creativity).</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, Instructional Specialist, Digital Coach, Assistant Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: Becky Koesel Training - Title I - Consultants - \$2,000, Reading Coach - (.75 Gregurek) - Title I - Salaries - \$59,463.26, Reading Coach (.5 Patton) - Title I - Salaries - \$37,851.50</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Review writing samples across curriculum areas to guide instruction and coach students for growth each 9 weeks.</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, Instructional Specialist, Digital Coach, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Increase the quality of writing instruction by increasing the instructional skills of 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, Instructional Specialist, Digital Coach, Assistant Principals</p> <p>Funding Sources: Elizabeth Martin Teacher Training - Title I - Consultants - \$16,875</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Instructional Specialists and Digital Coach will work with teachers and interventionists to plan and deliver lessons that practice multi-step questioning incorporate higher-level thinking and 21st-century skills (collaboration, critical thinking, creativity).</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, Instructional Specialist, Digital Coach, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Instructional Specialists and Digital Coach will work with teachers and interventionists to plan and deliver lessons that focus on vocabulary development and solidifying skills through experiments and higher-level thinking and 21st-century skills (collaboration, critical thinking, creativity).</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, Instructional Specialist, Digital Coach, Assistant Principals</p> <p>Funding Sources: Science Interventionist (.25 allocation of Shelly Gregurek) - Title I - Salaries - \$19,812.09</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: assess gaps in skills and remediating those 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, Instructional Specialist, Digital Coach, Assistant Principals</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: Dolphin Daily (news crew that produces a weekly news segment for all students), choir, Garden presentations, Storyteller, Action Based Learning Lab, Hour of Code, Name that Book team, running club, plays and performances.</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, AP, Instructional Specialists,</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Storyteller - Title I - Contracted Services - \$3,000, Garden Day Lessons - Title I - Contracted Services - \$13,225, Drum Cafe - Title I - Contracted Services - \$3,250, Main Street Theatre - Title I - Contracted Services - \$1,500</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Deepen understanding of and address specific academic needs of the economically disadvantaged student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: The Testing Coordinator will provide consistency and support to the Instructional Specialists so they have additional time for planning and coaching.</p> <p>Temporary workers help teachers with students in need of remediation of skills.</p> <p>High Quality tutoring enhances and supports learning in the classroom.</p> <p>Provide high quality library books to increase the exposure of students to good quality literature.</p> <p>High quality digital resources help students practice and retain new skills.</p> <p>Students need high quality supplies both at school and at home to practice skills.</p> <p>Provide high quality substitutes for teacher long range planning.</p> <p>High quality supplies increase connections and learning in the classroom</p> <p>High quality conferences and training are vital to increase learning of teachers and administrators.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Testing Coordinator (.5) - Title I - Salaries - \$37,851, Provide high quality digital resources for students - Education.com and RAZ Kids - Title I - Supplies - Instructional - \$6,627, Temporary Workers (Reading, Math, Writing) - Title I - Temporary Workers - \$50,000, Library Books - Title I - Library Books - \$10,000, Substitute - Title I - Substitutes for Staff Development - \$1,000, Extra Duty Pay for Teacher Tutoring - Title I - Extra Duty Pay - \$1,000, Classroom supplies - Title I - Supplies - Consumable - \$20,000, Conferences - Title I - \$4,000</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.

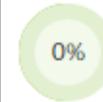
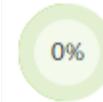
Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Breakfast Club Tutoring Groups Strategy's Expected Result/Impact: By the end of 2021-2022 our placed and retained 1st and 2nd grade students will have gained 1.5 levels in reading. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Core Content Area Interventionist: Primary Interventionist -focused on guided reading and word work Strategy's Expected Result/Impact: By the end of 2021-2022 our placed and retained 1st and 2nd grade students will have gained 1.5 levels in reading. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Guided Reading training for primary teachers Strategy's Expected Result/Impact: By the end of 2021-2022 our placed and retained 1st and 2nd grade students will have gained 1.5 levels in reading. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: All student will have access to high-quality reading materials to increase and maintain reading levels. Strategy's Expected Result/Impact: All students will have access to books of choice at their reading level.	Formative		
	Nov	Feb	May

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: ESSER Funds - Books for Students - ESSER III - \$10,000



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide high-quality materials for working with students in areas of need across all curriculum areas.</p> <p>Strategy's Expected Result/Impact: By the end of the year, students will have an increase in STAAR performance across all areas tested.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, AP, Principals</p> <p>Funding Sources: Supplies - Special Allotment: Compensatory Education - \$3,789</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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff will increase the use of positive reinforcement to decrease inappropriate behavior in the classroom.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office referrals and classroom removals.</p> <p>Staff Responsible for Monitoring: Principal, APs, Behavior Interventionist</p> <p>Funding Sources: PBIS Rewards Program - Title I - Supplies - \$2,605</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: APs, Principal</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 2021-22 school year, student attendance will be at 97%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Students with perfect attendance will be recognized at lunch celebrations and they will also earn a badge for their Schoology.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%</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 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The campus will work to build community in the classroom through daily class meetings. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions Utilize the Behavior Interventionist to proactively diffuse, intervene, and redirect discipline situations (i.e, discussion, Action Lab, etc.). Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will be reduced by 10%. Staff Responsible for Monitoring: AP and Behavior Interventionist Funding Sources: Behavior Interventionist - Katherine Vazquez - Title I - Salaries - \$73,820.09</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: PBIS Committee will work together to identify high need areas and students and intervene appropriately. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10% Staff Responsible for Monitoring: Principal, AP, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Utilize PBIS Level 2 Check-in/Check out for Tier 3 students in danger of SOS placement. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will be reduced by 100%</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation of the Sanford Harmony program in-class meetings.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

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 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
			
<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: Increase teacher knowledge of strategies for working with at-risk students.

Evaluation Data Sources: Student discipline data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: School will have 9-week incentives for staff who have perfect attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</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 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: PBIS Reboot Training and PBIS Rewards Training.</p> <p>Strategy's Expected Result/Impact: Increase in positive reinforcers for appropriate behavior.</p> <p>Staff Responsible for Monitoring: Principal, AP, Behavior Interventionist</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: Provide multiple virtual and in-person opportunities for parents to connect to the classrooms - family nights in both fall and spring - parent info nights for title 1, parent conferences.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal and APs</p> <p>Funding Sources: Extra duty pay for translations - Title I - Extra Duty Pay- Parent and Family Engagement - \$1,000, Provide quality digital resources that students utilize at home with parents and keep them connected to the class - BRAIN POP - Title I - Supplies - Parent and Family - \$3,250</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 Mansions Apartments.</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, AP, Title 1 Reading 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. Meet the Teacher (all-day open for parents), Fall Family Event (10/12/21), parent conferences (at parent convenience).</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 APs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Danish Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Danish Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Core Content Area Interventionist	1
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Core Content Area Coach	1
1 positions	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Testing Coordinator	Assessment	.5
Staff	Teacher	Interventions	.5
Staff	Teacher	Interventions	1
Staff	Interventionist	Behavior	1

2021-2022 CPOC

Committee Role	Name	Position
Administrator	Kelly Dalton	Principal
District-level Professional	Paula Ross	District Representative
Classroom Teacher	Lara Edwards-Pearce	PK Teacher
Classroom Teacher	Adrienne Campbell	Kindergarten Teacher
Classroom Teacher	Jennifer Pope	First Grade Teacher
Classroom Teacher	Sherry Martin	Second Grade Teacher
Classroom Teacher	Emily Burnett	Third Grade Teacher
Classroom Teacher	Morgan Bradley	Fourth Grade Teacher
Classroom Teacher	Tara Klages	Fifth Grade Teacher
Classroom Teacher	Darrell Abramowitz	Large Group Teacher
Non-classroom Professional	Kelley Book	Librarian
Non-classroom Professional	Amanda Wilson	Instructional Specialist
Classroom Teacher	Aleah Tanner	Special Education Teacher
Non-classroom Professional	Carolina Monsivais	Counselor
Non-classroom Professional	Emily Simmons	Instructional Specialist
Administrator	Jennifer Rosenquist	Assistant Principal
Administrator	Kevin Sullivan	Assistant Principal
Non-classroom Professional	Tracy Favorite	Counselor
Paraprofessional	Bridget Cotten	Principal's Secretary
Business Representative	Alex Soler	Equitable Advisors - Business Partner
Business Representative	Tim Pope	Director of Multi Unit Operations - Chick Fil A
Community Representative	Lolly Rajabi	Community Representative
Community Representative	Traci Luther	Community Representative
Parent	Kim Brock	Parent
Parent	Tiffany Pacheco	Parent
Non-classroom Professional	Martha Burnett	Coaches/Interventionists

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	ESSER Funds - Books for Students		\$10,000.00
Sub-Total					\$10,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Coach (.5 Patton)	Salaries	\$37,851.50
1	1	1	Reading Coach - (.75 Gregurek)	Salaries	\$59,463.26
1	1	1	Becky Koesel Training	Consultants	\$2,000.00
1	1	3	Elizabeth Martin Teacher Training	Consultants	\$16,875.00
1	1	5	Science Interventionist (.25 allocation of Shelly Gregurek)	Salaries	\$19,812.09
1	1	7	Garden Day Lessons	Contracted Services	\$13,225.00
1	1	7	Main Street Theatre	Contracted Services	\$1,500.00
1	1	7	Storyteller	Contracted Services	\$3,000.00
1	1	7	Drum Cafe	Contracted Services	\$3,250.00
1	1	8	Testing Coordinator (.5)	Salaries	\$37,851.00
1	1	8	Temporary Workers (Reading, Math, Writing)	Temporary Workers	\$50,000.00
1	1	8	Extra Duty Pay for Teacher Tutoring	Extra Duty Pay	\$1,000.00
1	1	8	Library Books	Library Books	\$10,000.00
1	1	8	Conferences		\$4,000.00
1	1	8	Provide high quality digital resources for students - Education.com and RAZ Kids	Supplies - Instructional	\$6,627.00
1	1	8	Classroom supplies	Supplies - Consumable	\$20,000.00
1	1	8	Substitute	Substitutes for Staff Development	\$1,000.00
2	1	1	PBIS Rewards Program	Supplies	\$2,605.00
2	3	2	Behavior Interventionist - Katherine Vazquez	Salaries	\$73,820.09
4	1	1	Provide quality digital resources that students utilize at home with parents and keep them connected to the class - BRAIN POP	Supplies - Parent and Family	\$3,250.00
4	1	1	Extra duty pay for translations	Extra Duty Pay- Parent and Family Engagement	\$1,000.00
Sub-Total					\$368,129.94

Special Allotment: Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$3,789.00
Sub-Total					\$3,789.00

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	Danish	All	126	63	50%	70%	20%	130	67	52%
Math	3	Danish	Hispanic	59	26	44%	70%	26%	58	29	50%
Math	3	Danish	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Danish	Asian	12	10	83%	90%	7%	14	12	86%
Math	3	Danish	African Am.	37	13	35%	70%	35%	43	18	42%
Math	3	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Danish	White	15	13	87%	90%	3%	11	6	55%
Math	3	Danish	Two or More	*	*	*	*	*	*	*	*
Math	3	Danish	Eco. Dis.	101	48	48%	70%	22%	109	53	49%
Math	3	Danish	LEP Current	38	15	39%	70%	31%	33	18	55%
Math	3	Danish	At-Risk	87	37	43%	70%	27%	81	32	40%
Math	3	Danish	SPED	10	3	30%	70%	40%	15	1	7%
Math	4	Danish	All	143	70	49%	70%	21%	133	85	64%
Math	4	Danish	Hispanic	63	36	57%	70%	13%	60	39	65%
Math	4	Danish	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Danish	Asian	7	5	71%	80%	9%	12	12	100%
Math	4	Danish	African Am.	50	11	22%	70%	48%	42	20	48%
Math	4	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Danish	White	14	12	86%	90%	4%	14	10	71%
Math	4	Danish	Two or More	6	4	67%	75%	8%	*	*	*
Math	4	Danish	Eco. Dis.	112	51	46%	70%	24%	107	66	62%
Math	4	Danish	LEP Current	32	12	38%	70%	32%	34	21	62%
Math	4	Danish	At-Risk	68	32	47%	70%	23%	97	57	59%
Math	4	Danish	SPED	22	6	27%	70%	43%	19	7	37%
Math	5	Danish	All	125	74	59%	70%	11%	143	92	64%
Math	5	Danish	Hispanic	52	28	54%	70%	16%	63	41	65%
Math	5	Danish	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Danish	Asian	6	5	83%	90%	7%	7	7	100%
Math	5	Danish	African Am.	48	25	52%	70%	18%	52	26	50%
Math	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Danish	White	16	14	88%	90%	2%	13	11	85%
Math	5	Danish	Two or More	*	*	*	*	*	6	6	100%
Math	5	Danish	Eco. Dis.	99	54	55%	70%	15%	119	74	62%
Math	5	Danish	LEP Current	16	7	44%	70%	26%	34	19	56%
Math	5	Danish	At-Risk	76	37	49%	70%	21%	107	63	59%
Math	5	Danish	SPED	13	6	46%	70%	24%	23	7	30%

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	Danish	All	126	81	64%	75%	11%	131	95	73%
Reading	3	Danish	Hispanic	59	32	54%	70%	16%	59	45	76%
Reading	3	Danish	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Danish	Asian	12	10	83%	90%	7%	14	11	79%
Reading	3	Danish	African Am.	37	24	65%	75%	10%	43	29	67%
Reading	3	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Danish	White	15	12	80%	90%	10%	11	8	73%
Reading	3	Danish	Two or More	*	*	*	*	*	*	*	*
Reading	3	Danish	Eco. Dis.	101	59	58%	75%	17%	109	76	70%
Reading	3	Danish	LEP Current	38	17	45%	70%	25%	33	23	70%
Reading	3	Danish	At-Risk	87	49	56%	75%	19%	82	52	63%
Reading	3	Danish	SPED	10	2	20%	70%	50%	15	4	27%
Reading	4	Danish	All	143	91	64%	75%	11%	133	99	74%
Reading	4	Danish	Hispanic	63	40	63%	75%	12%	60	41	68%
Reading	4	Danish	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Danish	Asian	7	5	71%	80%	9%	12	11	92%
Reading	4	Danish	African Am.	50	26	52%	70%	18%	42	31	74%
Reading	4	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Danish	White	14	12	86%	90%	4%	14	11	79%
Reading	4	Danish	Two or More	6	6	100%	100%	0%	*	*	*
Reading	4	Danish	Eco. Dis.	112	65	58%	75%	17%	107	76	71%
Reading	4	Danish	LEP Current	32	15	47%	70%	23%	34	24	71%
Reading	4	Danish	At-Risk	68	38	56%	70%	14%	97	69	71%
Reading	4	Danish	SPED	22	7	32%	70%	38%	19	7	37%
Reading	5	Danish	All	125	86	69%	80%	11%	144	107	74%
Reading	5	Danish	Hispanic	52	34	65%	80%	15%	63	46	73%
Reading	5	Danish	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Danish	Asian	6	5	83%	90%	7%	7	7	100%
Reading	5	Danish	African Am.	48	32	67%	75%	8%	53	35	66%
Reading	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Danish	White	16	13	81%	90%	9%	13	13	100%
Reading	5	Danish	Two or More	*	*	*	*	*	6	5	83%
Reading	5	Danish	Eco. Dis.	99	64	65%	75%	10%	120	87	73%
Reading	5	Danish	LEP Current	16	7	44%	70%	26%	34	21	62%
Reading	5	Danish	At-Risk	76	48	63%	75%	12%	108	72	67%
Reading	5	Danish	SPED	13	7	54%	70%	16%	23	7	30%

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	Danish	All	124	82	66%	75%	9%	147	98	67%
Science	5	Danish	Hispanic	52	32	62%	75%	13%	63	40	63%
Science	5	Danish	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Danish	Asian	6	6	100%	100%	0%	7	7	100%
Science	5	Danish	African Am.	48	28	58%	70%	12%	56	32	57%
Science	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Danish	White	16	14	88%	90%	2%	13	12	92%
Science	5	Danish	Two or More	*	*	*	*	*	6	6	100%
Science	5	Danish	Eco. Dis.	98	60	61%	75%	14%	123	79	64%
Science	5	Danish	LEP Current	16	6	38%	70%	32%	34	17	50%
Science	5	Danish	At-Risk	74	45	61%	75%	14%	110	65	59%
Science	5	Danish	SPED	14	9	64%	75%	11%	24	7	29%

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	Danish	All	143	33	23%	40%	17%	133	38	29%
Math	4	Danish	Hispanic	63	14	22%	40%	18%	60	17	28%
Math	4	Danish	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Danish	Asian	7	2	29%	40%	11%	12	11	92%
Math	4	Danish	African Am.	50	5	10%	30%	20%	42	5	12%
Math	4	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Danish	White	14	8	57%	70%	13%	14	4	29%
Math	4	Danish	Two or More	6	3	50%	60%	10%	*	*	*
Math	4	Danish	Eco. Dis.	112	23	21%	40%	19%	107	33	31%
Math	4	Danish	LEP Current	32	3	9%	30%	21%	34	10	29%
Math	4	Danish	At-Risk	68	11	16%	30%	14%	97	23	24%
Math	4	Danish	SPED	22	2	9%	30%	21%	19	1	5%
Math	5	Danish	All	125	45	36%	50%	14%	143	46	32%
Math	5	Danish	Hispanic	52	19	37%	50%	13%	63	17	27%
Math	5	Danish	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Danish	Asian	6	5	83%	90%	7%	7	5	71%
Math	5	Danish	African Am.	48	12	25%	40%	15%	52	14	27%
Math	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Danish	White	16	9	56%	70%	14%	13	8	62%
Math	5	Danish	Two or More	*	*	*	*	*	6	2	33%
Math	5	Danish	Eco. Dis.	99	34	34%	60%	26%	119	37	31%
Math	5	Danish	LEP Current	16	4	25%	40%	15%	34	9	26%
Math	5	Danish	At-Risk	76	24	32%	50%	18%	107	26	24%
Math	5	Danish	SPED	13	5	38%	50%	12%	23	3	13%
Reading	4	Danish	All	143	51	36%	50%	14%	133	60	45%
Reading	4	Danish	Hispanic	63	24	38%	50%	12%	60	24	40%
Reading	4	Danish	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Danish	Asian	7	3	43%	50%	7%	12	10	83%
Reading	4	Danish	African Am.	50	12	24%	31%	7%	42	15	36%
Reading	4	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Danish	White	14	6	43%	50%	7%	14	7	50%
Reading	4	Danish	Two or More	6	4	67%	70%	3%	*	*	*
Reading	4	Danish	Eco. Dis.	112	36	32%	50%	18%	107	47	44%
Reading	4	Danish	LEP Current	32	8	25%	40%	15%	34	15	44%
Reading	4	Danish	At-Risk	68	24	35%	50%	15%	97	37	38%
Reading	4	Danish	SPED	22	2	9%	20%	11%	19	3	16%

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

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Danish	All	125	46	37%	50%	13%	144	67	47%
Reading	5	Danish	Hispanic	52	18	35%	50%	15%	63	29	46%
Reading	5	Danish	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Danish	Asian	6	5	83%	90%	7%	7	6	86%
Reading	5	Danish	African Am.	48	14	29%	40%	11%	53	18	34%
Reading	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Danish	White	16	8	50%	60%	10%	13	9	69%
Reading	5	Danish	Two or More	*	*	*	*	*	6	4	67%
Reading	5	Danish	Eco. Dis.	99	36	36%	50%	14%	120	52	43%
Reading	5	Danish	LEP Current	16	3	19%	40%	21%	34	11	32%
Reading	5	Danish	At-Risk	76	23	30%	45%	15%	108	41	38%
Reading	5	Danish	SPED	13	4	31%	50%	19%	23	4	17%
Science	5	Danish	All	124	43	35%	50%	15%	147	56	38%
Science	5	Danish	Hispanic	52	16	31%	50%	19%	63	25	40%
Science	5	Danish	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Danish	Asian	6	5	83%	90%	7%	7	5	71%
Science	5	Danish	African Am.	48	12	25%	40%	15%	56	13	23%
Science	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Danish	White	16	9	56%	60%	4%	13	9	69%
Science	5	Danish	Two or More	*	*	*	*	*	6	3	50%
Science	5	Danish	Eco. Dis.	98	32	33%	50%	17%	123	43	35%
Science	5	Danish	LEP Current	16	3	19%	30%	11%	34	9	26%
Science	5	Danish	At-Risk	74	23	31%	50%	19%	110	30	27%
Science	5	Danish	SPED	14	6	43%	60%	17%	24	4	17%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Danish	All	126	6	5%	15%	10%	130	13	10%
Math	3	Danish	Hispanic	59	2	3%	10%	7%	58	2	3%
Math	3	Danish	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Danish	Asian	12	3	25%	30%	5%	14	7	50%
Math	3	Danish	African Am.	37	0	0%	10%	10%	43	2	5%
Math	3	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Danish	White	15	1	7%	15%	8%	11	2	18%
Math	3	Danish	Two or More	*	*	*	*	*	*	*	*
Math	3	Danish	Eco. Dis.	101	6	6%	10%	4%	109	11	10%
Math	3	Danish	LEP Current	38	0	0%	10%	10%	33	3	9%
Math	3	Danish	At-Risk	87	2	2%	10%	8%	81	5	6%
Math	3	Danish	SPED	10	0	0%	10%	10%	15	0	0%
Math	4	Danish	All	143	19	13%	20%	7%	133	14	11%
Math	4	Danish	Hispanic	63	7	11%	20%	9%	60	7	12%
Math	4	Danish	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Danish	Asian	7	2	29%	35%	6%	12	6	50%
Math	4	Danish	African Am.	50	2	4%	10%	6%	42	0	0%
Math	4	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Danish	White	14	6	43%	50%	7%	14	1	7%
Math	4	Danish	Two or More	6	2	33%	40%	7%	*	*	*
Math	4	Danish	Eco. Dis.	112	12	11%	20%	9%	107	11	10%
Math	4	Danish	LEP Current	32	1	3%	10%	7%	34	1	3%
Math	4	Danish	At-Risk	68	5	7%	15%	8%	97	6	6%
Math	4	Danish	SPED	22	2	9%	15%	6%	19	1	5%
Math	5	Danish	All	125	22	18%	25%	7%	143	18	13%
Math	5	Danish	Hispanic	52	8	15%	20%	5%	63	8	13%
Math	5	Danish	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Danish	Asian	6	4	67%	75%	8%	7	3	43%
Math	5	Danish	African Am.	48	4	8%	15%	7%	52	3	6%
Math	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Danish	White	16	6	38%	45%	7%	13	3	23%
Math	5	Danish	Two or More	*	*	*	*	*	6	1	17%
Math	5	Danish	Eco. Dis.	99	17	17%	25%	8%	119	15	13%
Math	5	Danish	LEP Current	16	2	13%	25%	12%	34	3	9%
Math	5	Danish	At-Risk	76	11	14%	25%	11%	107	10	9%
Math	5	Danish	SPED	13	2	15%	25%	10%	23	1	4%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Danish	All	126	25	20%	25%	5%	131	35	27%
Reading	3	Danish	Hispanic	59	8	14%	20%	6%	59	15	25%
Reading	3	Danish	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Danish	Asian	12	6	50%	55%	5%	14	8	57%
Reading	3	Danish	African Am.	37	3	8%	15%	7%	43	7	16%
Reading	3	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Danish	White	15	7	47%	55%	8%	11	4	36%
Reading	3	Danish	Two or More	*	*	*	*	*	*	*	*
Reading	3	Danish	Eco. Dis.	101	17	17%	25%	8%	109	26	24%
Reading	3	Danish	LEP Current	38	3	8%	15%	7%	33	6	18%
Reading	3	Danish	At-Risk	87	11	13%	20%	7%	82	11	13%
Reading	3	Danish	SPED	10	0	0%	10%	10%	15	0	0%
Reading	4	Danish	All	143	24	17%	25%	8%	133	35	26%
Reading	4	Danish	Hispanic	63	7	11%	20%	9%	60	12	20%
Reading	4	Danish	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Danish	Asian	7	1	14%	20%	6%	12	8	67%
Reading	4	Danish	African Am.	50	8	16%	20%	4%	42	9	21%
Reading	4	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Danish	White	14	4	29%	35%	6%	14	5	36%
Reading	4	Danish	Two or More	6	2	33%	40%	7%	*	*	*
Reading	4	Danish	Eco. Dis.	112	17	15%	20%	5%	107	27	25%
Reading	4	Danish	LEP Current	32	2	6%	15%	9%	34	8	24%
Reading	4	Danish	At-Risk	68	10	15%	20%	5%	97	19	20%
Reading	4	Danish	SPED	22	1	5%	10%	5%	19	0	0%
Reading	5	Danish	All	125	33	26%	30%	4%	144	33	23%
Reading	5	Danish	Hispanic	52	11	21%	25%	4%	63	10	16%
Reading	5	Danish	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Danish	Asian	6	4	67%	75%	8%	7	5	71%
Reading	5	Danish	African Am.	48	10	21%	25%	4%	53	10	19%
Reading	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Danish	White	16	7	44%	50%	6%	13	5	38%
Reading	5	Danish	Two or More	*	*	*	*	*	6	2	33%
Reading	5	Danish	Eco. Dis.	99	25	25%	30%	5%	120	26	22%
Reading	5	Danish	LEP Current	16	2	13%	20%	7%	34	6	18%
Reading	5	Danish	At-Risk	76	17	22%	30%	8%	108	17	16%
Reading	5	Danish	SPED	13	3	23%	30%	7%	23	1	4%

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	Danish	All	124	17	14%	25%	11%	147	24	16%
Science	5	Danish	Hispanic	52	3	6%	10%	4%	63	13	21%
Science	5	Danish	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Danish	Asian	6	2	33%	40%	7%	7	3	43%
Science	5	Danish	African Am.	48	6	13%	20%	7%	56	4	7%
Science	5	Danish	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Danish	White	16	5	31%	35%	4%	13	4	31%
Science	5	Danish	Two or More	*	*	*	*	*	6	0	0%
Science	5	Danish	Eco. Dis.	98	12	12%	20%	8%	123	18	15%
Science	5	Danish	LEP Current	16	0	0%	10%	10%	34	4	12%
Science	5	Danish	At-Risk	74	6	8%	15%	7%	110	12	11%
Science	5	Danish	SPED	14	3	21%	25%	4%	24	2	8%

Danish

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 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

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	31%	45%							40%		52%	43%	41%
2022	33%	47%	NA	NA	NA	NA	NA	NA	42%	NA	54%	45%	43%
2023	35%	49%	NA	NA	NA	NA	NA	NA	44%	NA	56%	47%	45%
2024	38%	52%	NA	NA	NA	NA	NA	NA	47%	NA	59%	50%	48%
2025	41%	55%	NA	NA	NA	NA	NA	NA	50%	NA	62%	53%	51%

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 38% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
38%	40%	42%	45%	48%

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	18%	45%							34%		43%	38%	37%
2022	20%	47%	NA	NA	NA	NA	NA	NA	36%	NA	45%	40%	39%
2023	22%	49%	NA	NA	NA	NA	NA	NA	38%	NA	47%	42%	41%
2024	25%	52%	NA	NA	NA	NA	NA	NA	41%	NA	50%	45%	44%
2025	28%	55%	NA	NA	NA	NA	NA	NA	44%	NA	53%	48%	47%

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.