

Cypress-Fairbanks Independent School District

Francone Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

Our Francone Falcons deserve the opportunity to SOAR in life. It is our commitment to enrich their educational foundation and provide limitless opportunities.

Value Statement

S.O.A.R.

Safe

Ownership

Achievement

Respect

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Comprehensive Needs Assessment

Revised/Approved: August 17, 2021

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: All CPOC members reviewed campus performance data, including STAAR results and Independent Reading Level data and identified areas for growth as a campus.

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: There is a performance gap between formative assessments and summative assessment questions and data. During collaborative planning and vertical planning opportunities, a continued emphasis is needed on alignment between objectives, instruction, and assessment. Students should have the opportunity to practice these objectives in small group opportunities.

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 residents of Costa Viscaya, Trails of Windfern and Idlewild Apartments.

Student Achievement

Student Achievement Strengths

- In 4th grade reading, special education students had a higher passing percentage than the district average at the Approaches level
- Third grade reading had higher passing percentages at approaches and meets level in comparison to STAAR data from the 18-19 school year.
- In science, two sub-populations tied or beat the district average (LEP and African American subpopulations) at the Approaches level.
- In 3rd grade math, three sub-populations beat the district average (Hispanic, Eco. Dis, and LEP) at the Approaches level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: In both 4th and 5th grades, LEP students performed lower than the cluster average at the Approaches level. **Root Cause:** Reading: Additional, targeted opportunities are needed to facilitate students English language growth and development.

Problem Statement 2: Writing: LEP students were more than ten percentage points away from the next closest sub-population (Sp Ed) at the Approaches level. **Root Cause:** Writing: Additional, targeted opportunities are needed to facilitate students English language growth and development.

Problem Statement 3: Math: 4th grade students in all sub-populations (except Special Education) performed below the cluster average. **Root Cause:** Math: Lessons need more integration of independent, rigorous practice opportunities paired with quick feedback.

Problem Statement 4: Science: All sub-populations (except LEP) performed lower than cluster averages at the Approaches level. **Root Cause:** Science: Lessons need to continue to incorporate hands-on learning opportunities.

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

- Overall discipline referrals saw a decrease when compared to the same time period in the previous school year, as a result of counseling groups and restorative discipline.
- All safety drills were conducted as scheduled.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: While overall student discipline data saw a decrease, our greatest number of incidents stemmed from bus behavior and/or physical contact between students. **Root Cause:** School Culture and Climate: We need to provide explicit instruction centered around conflict resolution and cool down strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Vertical planning opportunities were offered and attended.
- SIBME video coaching was utilized to help grow teacher capacity.
- New teachers were given differentiated learning opportunities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There was an increase in staff absence rates from the previous year. **Root Cause:** Teacher/Paraprofessional Attendance: Extended absences were required due to COVID-19.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Analytics showed a steady increase in the number of viewers accessing our campus newsletter each month.
- There is a consistent increase in the number of engagements on our Facebook posts.
- Parents attended and shared input during our virtual curriculum night.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Fewer parent involvement opportunities were offered last school year. **Root Cause:** Parent and Community Engagement: COVID prevented in-person events from taking place.

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

Accountability Data

- Effective Schools Framework data
- Federal Report Card 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: We will increase motivation for reading across the campus by providing students with authentic texts in both classroom and school-wide libraries and offer struggling readers additional interventions and supports, such as small group instruction with the reading transition specialist and access to summer reading.</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 Specialists, Librarian, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: Books, including Digital Reading Resources, library, and summer reading - Title I - \$16,000, Professional Development for guided reading & accompanying materials - Title I - \$700, Reading A-z Subscription - Title I - \$700</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Student writing work will be collected in a writing portfolio throughout the year and evaluated against end of year targets based on a rubric designed by teachers and created using TEKS. Portfolios will be used to provide the following year's teacher with baseline information for each writer.</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 Specialists</p> <p>Funding Sources: Materials for writing and evaluating student work - Title I - \$500</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Provide additional opportunities for formative assessment through the use of web-based programs.</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 Specialists, APs</p> <p>Funding Sources: Nearpod subscription - Title I - \$5,000, Education Galaxy Subscription - Title I - \$5,000, Headphones with microphones for online programs - Title I - \$2,100, Math notetaking books - Title I - \$500</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Provide hands-on learning opportunities through labs and simulated experiences through whole-group and small group learning opportunities.</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 Specialist, APs</p> <p>Funding Sources: Instructional Materials for labs - Title I - \$20,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: small group remediation and/or acceleration, as needed, supported by additional push-in supports for grades 3-5.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Funding Sources: Supplemental Materials for push-in supports - Title I - \$2,500</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: Action Based Learning Lab, STEM lab, student organizations, and Student Leadership celebrations.</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 Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: STEM Materials - Title I - \$3,000, ABL Teacher - Title I - \$80,000, Extra Duty pay for student organizations - Title I - \$1,100, Student Leadership Celebrations - Title I - \$500</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Deepen understanding of and address specific academic needs of the Special Education, African American, and Eco. Dis. student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: 1) Long-Term temporary worker will allow for interventions to take place during all Closing the Gaps/TSGI times, as well as during 3rd, 4th, and 5th large group. 2) Incentives and reinforcers will increase student motivation to ensure assessment targets are met. 3) Consumable instructional supplies will allow us to facilitate lessons that are designed to ensure meet or exceed targets on state assessments. 4) A Third grade teacher salary will allow us to create smaller class sizes for reading in an effort to facilitate accelerated growth in reading levels. 5) A fifth grade teacher salary will allow us to create smaller class sizes in all content areas to facilitate accelerated growth. 5) Funding Professional Development opportunities will allow teachers to enhance their skillset to meet the needs of all learners. 6) A needs-based interventionist will allow us to target specific student groups based on campus performance data at mid-year.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Salary for 3rd Grade Teacher - Title I - \$70,000, Incentives and reinforcers for student effort - Title I - \$2,000, Salary for 5th Grade Teacher - Title I - \$67,000, Instructional Consumable Supplies - Title I - \$30,000, Long-Term Temporary Worker - Title I - \$30,000, Salary for Needs-Based Mid-Year Interventionist - Title I - \$50,000</p>	Formative		
	Nov	Feb	May
	 35%	 60%	 85%
 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: 3-5 Grade students receive after school tutorials 1-2 days a week.</p> <p>Strategy's Expected Result/Impact: Students attending after school tutorials will have an 80% passing rate on all common assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Extra Duty Pay - ESSER III - \$25,000, Materials for Tutorials (Consumables and Intervention Kits) - ESSER III - \$5,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core content area interventionist: ESL/Bilingual Reading Intervention Support</p> <p>Strategy's Expected Result/Impact: 100% of ESL/Bilingual students in 4th and 5th grade will demonstrate 1 years growth on TELPAS.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Salary for Bilingual Interventionist - ESSER III - \$75,000</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Anxiety Counselors Group</p> <p>Strategy's Expected Result/Impact: Students with a history of anxiety related to testing/academics will pass common assessments at a passing rate or 80% or higher.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Workbooks - ESSER III - \$300</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 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: Provide additional academic support for at-risk students by purchasing supplies and materials for tutorials. Strategy's Expected Result/Impact: Meet or exceed the STAAR targets on the attached data table Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies (Folders, Composition Books, Pencils, Incentives). - Special Allotment: Compensatory Education - \$580</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide students with visual, concrete representations of concepts. Strategy's Expected Result/Impact: Students will meet the STAAR targets as denoted on the attached data tables Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Software - Special Allotment: Compensatory Education - \$2,900</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 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: Complete Project Safety Lessons Strategy's Expected Result/Impact: A 5% decrease in office referrals from the 2020-2021. Staff Responsible for Monitoring: Assistant Principals</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. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: APs</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 98%.

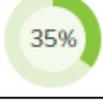
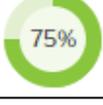
Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Track attendance in weekly administrative meetings and collaborate with classroom teachers and parents to ensure students are attending instruction.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%</p> <p>Staff Responsible for Monitoring: Counselors, APs, Teachers</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 5%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Class Meetings will take place on a weekly basis to facilitate SEL. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%. Staff Responsible for Monitoring: Behavior Interventionist, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Offer small group SEL learning opportunities that include, but are not limited to, our Sp. Ed and/or African American students. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 5%. Staff Responsible for Monitoring: Counselors, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Offer small group SEL learning opportunities centered around controlling anger and conflict resolution. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 2%. Staff Responsible for Monitoring: APs, Counselor, BI</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Work with teachers and students to create behavioral contracts with at-risk students that incentivize positive choices. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Offer small group SEL learning opportunities centered around controlling anger and conflict resolution. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>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 .25%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Recognize staff members who demonstrate exemplary attendance each nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .25%.</p> <p>Funding Sources: Incentives - Title I - \$500</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 2021-2022 school year, 100% of teachers will receive 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: District Professional Development Opportunities, Region IV Professional Development Opportunities, as well as additional opportunities that may be aligned with our most at-risk populations.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets for each state assessment.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Registration Fees - Title I - \$3,000</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 1%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Advertise parent and family engagement activities through a variety of communication methods including: Smore Newsletters, School Messenger Emails, Remind messages, and Facebook.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal, APs, Teachers</p> <p>Funding Sources: Smore - Title I - \$150</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus: 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): residents of Costa Viscaya, Trails of Windfern, and Idlewilde 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, Assistant Principals</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, including Falcon Express (held on a Saturday), Curriculum Night (offered in person and made available virtually), Parent Teacher Conferences (held at varying dates in October), and PBIS reinforcement meetings (held quarterly).</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 1% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: Consumables for PBIS meetings - Title I - \$500</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Francone Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Francone Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Instructional Specialist	1
1 position	Behavior Interventionist	1
3 positions	Core Content Area Interventionist	1
3 positions	Teacher	1

Title I Personnel

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

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Materials for Tutorials (Consumables and Intervention Kits)		\$5,000.00
1	2	1	Extra Duty Pay		\$25,000.00
1	2	2	Salary for Bilingual Interventionist		\$75,000.00
1	2	3	Workbooks		\$300.00
Sub-Total					\$105,300.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading A-z Subscription		\$700.00
1	1	1	Professional Development for guided reading & accompanying materials		\$700.00
1	1	1	Books, including Digital Reading Resources, library, and summer reading		\$16,000.00
1	1	2	Materials for writing and evaluating student work		\$500.00
1	1	3	Math notetaking books		\$500.00
1	1	3	Headphones with microphones for online programs		\$2,100.00
1	1	3	Education Galaxy Subscription		\$5,000.00
1	1	3	Nearpod subscription		\$5,000.00
1	1	4	Instructional Materials for labs		\$20,000.00
1	1	5	Supplemental Materials for push-in supports		\$2,500.00
1	1	6	Extra Duty pay for student organizations		\$1,100.00
1	1	6	ABL Teacher		\$80,000.00
1	1	6	STEM Materials		\$3,000.00
1	1	6	Student Leadership Celebrations		\$500.00
1	1	7	Long-Term Temporary Worker		\$30,000.00
1	1	7	Incentives and reinforcers for student effort		\$2,000.00
1	1	7	Instructional Consumable Supplies		\$30,000.00
1	1	7	Salary for 3rd Grade Teacher		\$70,000.00
1	1	7	Salary for 5th Grade Teacher		\$67,000.00
1	1	7	Salary for Needs-Based Mid-Year Interventionist		\$50,000.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Incentives		\$500.00
3	2	1	Registration Fees		\$3,000.00
4	1	1	Smore		\$150.00
4	1	3	Consumables for PBIS meetings		\$500.00
Sub-Total					\$390,750.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies (Folders, Composition Books, Pencils, Incentives).		\$580.00
1	3	2	Software		\$2,900.00
Sub-Total					\$3,480.00

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	Francone	All	106	62	58%	80%	22%	124	74	60%
Math	3	Francone	Hispanic	48	32	67%	80%	13%	54	28	52%
Math	3	Francone	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Francone	Asian	*	*	*	*	*	5	5	100%
Math	3	Francone	African Am.	42	18	43%	80%	37%	51	32	63%
Math	3	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Francone	White	8	5	63%	80%	17%	7	5	71%
Math	3	Francone	Two or More	5	5	100%	80%	-20%	7	4	57%
Math	3	Francone	Eco. Dis.	96	56	58%	80%	22%	106	63	59%
Math	3	Francone	LEP Current	23	15	65%	80%	15%	19	8	42%
Math	3	Francone	At-Risk	80	44	55%	80%	25%	91	46	51%
Math	3	Francone	SPED	15	2	13%	80%	67%	12	1	8%
Math	4	Francone	All	105	31	30%	80%	50%	123	77	63%
Math	4	Francone	Hispanic	62	18	29%	80%	51%	55	40	73%
Math	4	Francone	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Francone	Asian	*	*	*	*	*	*	*	*
Math	4	Francone	African Am.	30	5	17%	80%	63%	50	21	42%
Math	4	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Francone	White	6	3	50%	80%	30%	9	8	89%
Math	4	Francone	Two or More	5	3	60%	80%	20%	5	5	100%
Math	4	Francone	Eco. Dis.	89	24	27%	80%	53%	111	69	62%
Math	4	Francone	LEP Current	31	8	26%	80%	54%	28	23	82%
Math	4	Francone	At-Risk	42	13	31%	80%	49%	76	41	54%
Math	4	Francone	SPED	12	3	25%	80%	55%	23	6	26%
Math	5	Francone	All	102	61	60%	80%	20%	125	99	79%
Math	5	Francone	Hispanic	45	28	62%	80%	18%	65	55	85%
Math	5	Francone	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Francone	Asian	*	*	*	*	*	*	*	*
Math	5	Francone	African Am.	42	22	52%	80%	28%	43	28	65%
Math	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Francone	White	6	5	83%	80%	-3%	7	7	100%
Math	5	Francone	Two or More	*	*	*	*	*	5	4	80%
Math	5	Francone	Eco. Dis.	89	50	56%	80%	24%	109	86	79%
Math	5	Francone	LEP Current	23	13	57%	80%	23%	28	21	75%
Math	5	Francone	At-Risk	69	35	51%	80%	29%	95	78	82%
Math	5	Francone	SPED	10	2	20%	80%	60%	14	7	50%

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Francone	All	106	69	65%	80%	15%	124	86	69%
Reading	3	Francone	Hispanic	48	35	73%	80%	7%	54	35	65%
Reading	3	Francone	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Francone	Asian	*	*	*	*	*	5	5	100%
Reading	3	Francone	African Am.	42	20	48%	80%	32%	51	35	69%
Reading	3	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Francone	White	8	7	88%	90%	2%	7	6	86%
Reading	3	Francone	Two or More	5	5	100%	100%	0%	7	5	71%
Reading	3	Francone	Eco. Dis.	96	61	64%	80%	16%	106	73	69%
Reading	3	Francone	LEP Current	23	15	65%	80%	15%	19	8	42%
Reading	3	Francone	At-Risk	80	48	60%	80%	20%	91	58	64%
Reading	3	Francone	SPED	15	3	20%	70%	50%	12	4	33%
Reading	4	Francone	All	105	58	55%	80%	25%	123	85	69%
Reading	4	Francone	Hispanic	62	32	52%	80%	28%	55	40	73%
Reading	4	Francone	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Francone	Asian	*	*	*	*	*	*	*	*
Reading	4	Francone	African Am.	30	16	53%	80%	27%	50	28	56%
Reading	4	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Francone	White	6	6	100%	100%	0%	9	8	89%
Reading	4	Francone	Two or More	5	3	60%	80%	20%	5	5	100%
Reading	4	Francone	Eco. Dis.	89	46	52%	80%	28%	111	78	70%
Reading	4	Francone	LEP Current	31	8	26%	80%	54%	28	17	61%
Reading	4	Francone	At-Risk	42	17	40%	80%	40%	76	49	64%
Reading	4	Francone	SPED	12	4	33%	70%	37%	23	11	48%
Reading	5	Francone	All	102	60	59%	80%	21%	125	94	75%
Reading	5	Francone	Hispanic	45	30	67%	80%	13%	65	49	75%
Reading	5	Francone	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Francone	Asian	*	*	*	*	*	*	*	*
Reading	5	Francone	African Am.	42	23	55%	80%	25%	43	29	67%
Reading	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Francone	White	6	2	33%	80%	47%	7	7	100%
Reading	5	Francone	Two or More	*	*	*	*	*	5	4	80%
Reading	5	Francone	Eco. Dis.	89	50	56%	80%	24%	109	83	76%
Reading	5	Francone	LEP Current	23	10	43%	80%	37%	28	18	64%
Reading	5	Francone	At-Risk	69	32	46%	80%	34%	95	70	74%
Reading	5	Francone	SPED	10	0	0%	80%	80%	14	6	43%

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	Francone	All	102	63	62%	80%	18%	125	81	65%
Science	5	Francone	Hispanic	45	29	64%	80%	16%	65	46	71%
Science	5	Francone	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Francone	Asian	*	*	*	*	*	*	*	*
Science	5	Francone	African Am.	42	24	57%	80%	23%	43	20	47%
Science	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Francone	White	6	4	67%	80%	13%	7	7	100%
Science	5	Francone	Two or More	*	*	*	*	*	5	4	80%
Science	5	Francone	Eco. Dis.	89	52	58%	80%	22%	109	68	62%
Science	5	Francone	LEP Current	23	12	52%	80%	28%	28	18	64%
Science	5	Francone	At-Risk	70	38	54%	80%	26%	95	62	65%
Science	5	Francone	SPED	10	2	20%	80%	60%	14	4	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	Francone	All	105	13	12%	40%	28%	123	32	26%
Math	4	Francone	Hispanic	62	7	11%	40%	29%	55	16	29%
Math	4	Francone	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Francone	Asian	*	*	*	*	*	*	*	*
Math	4	Francone	African Am.	30	2	7%	40%	33%	50	6	12%
Math	4	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Francone	White	6	2	33%	40%	7%	9	5	56%
Math	4	Francone	Two or More	5	1	20%	40%	20%	5	2	40%
Math	4	Francone	Eco. Dis.	89	8	9%	40%	31%	111	31	28%
Math	4	Francone	LEP Current	31	2	6%	40%	34%	28	7	25%
Math	4	Francone	At-Risk	42	5	12%	40%	28%	76	14	18%
Math	4	Francone	SPED	12	1	8%	40%	32%	23	3	13%
Math	5	Francone	All	102	26	25%	40%	15%	125	53	42%
Math	5	Francone	Hispanic	45	12	27%	40%	13%	65	33	51%
Math	5	Francone	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Francone	Asian	*	*	*	*	*	*	*	*
Math	5	Francone	African Am.	42	8	19%	40%	21%	43	9	21%
Math	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Francone	White	6	1	17%	40%	23%	7	5	71%
Math	5	Francone	Two or More	*	*	*	*	*	5	2	40%
Math	5	Francone	Eco. Dis.	89	21	24%	40%	16%	109	46	42%
Math	5	Francone	LEP Current	23	4	17%	40%	23%	28	14	50%
Math	5	Francone	At-Risk	69	12	17%	40%	23%	95	44	46%
Math	5	Francone	SPED	10	0	0%	40%	40%	14	2	14%
Reading	4	Francone	All	105	27	26%	40%	14%	123	53	43%
Reading	4	Francone	Hispanic	62	15	24%	40%	16%	55	26	47%
Reading	4	Francone	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Francone	Asian	*	*	*	*	*	*	*	*
Reading	4	Francone	African Am.	30	8	27%	40%	13%	50	16	32%
Reading	4	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Francone	White	6	2	33%	40%	7%	9	6	67%
Reading	4	Francone	Two or More	5	2	40%	40%	0%	5	2	40%
Reading	4	Francone	Eco. Dis.	89	21	24%	40%	16%	111	50	45%
Reading	4	Francone	LEP Current	31	3	10%	40%	30%	28	12	43%
Reading	4	Francone	At-Risk	42	7	17%	40%	23%	76	27	36%
Reading	4	Francone	SPED	12	1	8%	40%	32%	23	5	22%

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

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Francone	All	102	34	33%	40%	7%	125	64	51%
Reading	5	Francone	Hispanic	45	15	33%	40%	7%	65	34	52%
Reading	5	Francone	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Francone	Asian	*	*	*	*	*	*	*	*
Reading	5	Francone	African Am.	42	13	31%	40%	9%	43	18	42%
Reading	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Francone	White	6	2	33%	40%	7%	7	5	71%
Reading	5	Francone	Two or More	*	*	*	*	*	5	4	80%
Reading	5	Francone	Eco. Dis.	89	26	29%	40%	11%	109	57	52%
Reading	5	Francone	LEP Current	23	3	13%	40%	27%	28	8	29%
Reading	5	Francone	At-Risk	69	15	22%	40%	18%	95	49	52%
Reading	5	Francone	SPED	10	0	0%	40%	40%	14	4	29%
Science	5	Francone	All	102	21	21%	40%	19%	125	39	31%
Science	5	Francone	Hispanic	45	12	27%	40%	13%	65	24	37%
Science	5	Francone	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Francone	Asian	*	*	*	*	*	*	*	*
Science	5	Francone	African Am.	42	4	10%	40%	30%	43	7	16%
Science	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Francone	White	6	1	17%	40%	23%	7	5	71%
Science	5	Francone	Two or More	*	*	*	*	*	5	1	20%
Science	5	Francone	Eco. Dis.	89	17	19%	40%	21%	109	32	29%
Science	5	Francone	LEP Current	23	4	17%	40%	23%	28	8	29%
Science	5	Francone	At-Risk	70	13	19%	40%	21%	95	32	34%
Science	5	Francone	SPED	10	0	0%	40%	40%	14	1	7%

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	Francone	All	106	6	6%	20%	14%	124	12	10%
Math	3	Francone	Hispanic	48	2	4%	20%	16%	54	9	17%
Math	3	Francone	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Francone	Asian	*	*	*	*	*	5	1	20%
Math	3	Francone	African Am.	42	3	7%	20%	13%	51	2	4%
Math	3	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Francone	White	8	0	0%	20%	20%	7	0	0%
Math	3	Francone	Two or More	5	0	0%	20%	20%	7	0	0%
Math	3	Francone	Eco. Dis.	96	6	6%	20%	14%	106	10	9%
Math	3	Francone	LEP Current	23	1	4%	20%	16%	19	0	0%
Math	3	Francone	At-Risk	80	4	5%	20%	15%	91	5	5%
Math	3	Francone	SPED	15	1	7%	20%	13%	12	0	0%
Math	4	Francone	All	105	3	3%	20%	17%	123	10	8%
Math	4	Francone	Hispanic	62	1	2%	20%	18%	55	4	7%
Math	4	Francone	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Francone	Asian	*	*	*	*	*	*	*	*
Math	4	Francone	African Am.	30	0	0%	20%	20%	50	2	4%
Math	4	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Francone	White	6	0	0%	20%	20%	9	2	22%
Math	4	Francone	Two or More	5	1	20%	25%	5%	5	1	20%
Math	4	Francone	Eco. Dis.	89	1	1%	20%	19%	111	10	9%
Math	4	Francone	LEP Current	31	1	3%	20%	17%	28	2	7%
Math	4	Francone	At-Risk	42	2	5%	20%	15%	76	3	4%
Math	4	Francone	SPED	12	0	0%	15%	15%	23	2	9%
Math	5	Francone	All	102	6	6%	20%	14%	125	18	14%
Math	5	Francone	Hispanic	45	4	9%	20%	11%	65	10	15%
Math	5	Francone	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Francone	Asian	*	*	*	*	*	*	*	*
Math	5	Francone	African Am.	42	0	0%	20%	20%	43	2	5%
Math	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Francone	White	6	0	0%	20%	20%	7	2	29%
Math	5	Francone	Two or More	*	*	*	*	*	5	1	20%
Math	5	Francone	Eco. Dis.	89	3	3%	20%	17%	109	14	13%
Math	5	Francone	LEP Current	23	1	4%	20%	16%	28	6	21%
Math	5	Francone	At-Risk	69	4	6%	20%	14%	95	13	14%
Math	5	Francone	SPED	10	0	0%	20%	20%	14	2	14%

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

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Francone	All	106	9	8%	20%	12%	124	29	23%
Reading	3	Francone	Hispanic	48	3	6%	20%	14%	54	12	22%
Reading	3	Francone	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Francone	Asian	*	*	*	*	*	5	1	20%
Reading	3	Francone	African Am.	42	3	7%	20%	13%	51	13	25%
Reading	3	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Francone	White	8	2	25%	30%	5%	7	1	14%
Reading	3	Francone	Two or More	5	1	20%	25%	5%	7	2	29%
Reading	3	Francone	Eco. Dis.	96	9	9%	20%	11%	106	23	22%
Reading	3	Francone	LEP Current	23	0	0%	20%	20%	19	1	5%
Reading	3	Francone	At-Risk	80	5	6%	20%	14%	91	14	15%
Reading	3	Francone	SPED	15	0	0%	10%	10%	12	1	8%
Reading	4	Francone	All	105	8	8%	20%	12%	123	15	12%
Reading	4	Francone	Hispanic	62	3	5%	20%	15%	55	8	15%
Reading	4	Francone	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Francone	Asian	*	*	*	*	*	*	*	*
Reading	4	Francone	African Am.	30	3	10%	20%	10%	50	5	10%
Reading	4	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Francone	White	6	0	0%	20%	20%	9	2	22%
Reading	4	Francone	Two or More	5	2	40%	45%	5%	5	0	0%
Reading	4	Francone	Eco. Dis.	89	4	4%	20%	16%	111	14	13%
Reading	4	Francone	LEP Current	31	0	0%	20%	20%	28	2	7%
Reading	4	Francone	At-Risk	42	3	7%	20%	13%	76	4	5%
Reading	4	Francone	SPED	12	0	0%	10%	10%	23	0	0%
Reading	5	Francone	All	102	17	17%	20%	3%	125	38	30%
Reading	5	Francone	Hispanic	45	9	20%	25%	5%	65	21	32%
Reading	5	Francone	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Francone	Asian	*	*	*	*	*	*	*	*
Reading	5	Francone	African Am.	42	6	14%	20%	6%	43	7	16%
Reading	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Francone	White	6	0	0%	20%	20%	7	4	57%
Reading	5	Francone	Two or More	*	*	*	*	*	5	3	60%
Reading	5	Francone	Eco. Dis.	89	14	16%	20%	4%	109	33	30%
Reading	5	Francone	LEP Current	23	2	9%	20%	11%	28	7	25%
Reading	5	Francone	At-Risk	69	9	13%	20%	7%	95	29	31%
Reading	5	Francone	SPED	10	0	0%	20%	20%	14	1	7%

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	Francone	All	102	5	5%	20%	15%	125	19	15%
Science	5	Francone	Hispanic	45	3	7%	20%	13%	65	14	22%
Science	5	Francone	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Francone	Asian	*	*	*	*	*	*	*	*
Science	5	Francone	African Am.	42	0	0%	20%	20%	43	2	5%
Science	5	Francone	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Francone	White	6	0	0%	20%	20%	7	1	14%
Science	5	Francone	Two or More	*	*	*	*	*	5	1	20%
Science	5	Francone	Eco. Dis.	89	3	3%	20%	17%	109	17	16%
Science	5	Francone	LEP Current	23	0	0%	20%	20%	28	6	21%
Science	5	Francone	At-Risk	70	4	6%	20%	14%	95	15	16%
Science	5	Francone	SPED	10	0	0%	20%	20%	14	0	0%

Francone

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 24% to 34% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
24%	26%	28%	31%	34%

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	20%	18%							22%		20%	24%	24%
2022	22%	20%	NA	NA	NA	NA	NA	NA	24%	NA	22%	26%	26%
2023	24%	22%	NA	NA	NA	NA	NA	NA	26%	NA	24%	28%	28%
2024	27%	25%	NA	NA	NA	NA	NA	NA	29%	NA	27%	31%	31%
2025	30%	28%	NA	NA	NA	NA	NA	NA	32%	NA	30%	34%	34%

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 30% to 40% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
30%	32%	34%	37%	40%

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	20%	27%							29%		34%	33%	21%
2022	22%	29%	NA	NA	NA	NA	NA	NA	31%	NA	36%	35%	23%
2023	24%	31%	NA	NA	NA	NA	NA	NA	33%	NA	38%	37%	25%
2024	27%	34%	NA	NA	NA	NA	NA	NA	36%	NA	41%	40%	28%
2025	30%	37%	NA	NA	NA	NA	NA	NA	39%	NA	44%	43%	31%

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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.