

Cypress-Fairbanks Independent School District

Gleason Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

We will work together to empower students to be 21st century leaders.

Vision

To build a solid foundation that leads to opportunities.

Value Statement

Gleason Elementary ensures that all students reach their full potential and will be successful academically and socially by focusing on the following critical components that create a solid foundation for success:

- Focus on the development of the whole child. (Academically, Socially, Emotionally and Physically)
- Staff works collaboratively.
- Students, teachers and the community feel that their opinions are heard and respected while having a sense of belonging.
- Build literacy skills and oral language skills at an early age
- Students are expected to demonstrate what they know in multiple ways and are assessed through a variety of measures.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

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

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

In summary, the comprehensive needs assessment denotes the following: Once completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our children that focus on supportive professional relationships, relevant learning opportunities to develop higher levels of engagement and retention of new learning, and rigorous learning experiences that support the development of problem solving skills and creative thinking.

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, and the front office.

Student Achievement

Student Achievement Summary

Due to COVID-19 in the 2020-21 school year, each campus was given the state accountability rating of Not Rated: Declared State of Disaster. However, federal accountability ratings (Targeted Support or Additional Targeted Support) from the 2018-19 school year will remain in place.

The indicators included in the Closing the Gaps domain of the 2018-19 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Targeted Support and Improvement in the following area(s): Asian (Academic Achievement Reading, Academic Achievement Math, Student Success)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

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

Approaches Performance Level: 70%

Meets Performance Level: 43%

Masters Performance Level: 23%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: The majority of student groups missed their CIP targets as set in the 2020-21 CIP data tables. **Root Cause:** Reading: We need to support students with guided reading strategies for students reading on or below grade level expectations.

Problem Statement 2: Writing: The majority of student groups missed their CIP targets as set in the 2020-21 CIP data tables. **Root Cause:** Writing: We need to teach students oral and written conventions using a common language that has been vertically aligned campus wide.

Problem Statement 3: Math: The majority of student groups missed their CIP targets as set in the 2020-21 CIP data tables. **Root Cause:** Math: We need to teach students to critically read math problems as well as teach specific vocabulary to correctly analyze the problem.

Problem Statement 4: Science: The majority of student groups missed their CIP targets as set in the 2020-21 CIP data tables. **Root Cause:** Science: We need to teach content specific vocabulary to support reading comprehension.

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

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

Problem Statement 7: Targeted Support and Improvement Reading (data based on 2018-19 identification): Additional Targeted Support Reading: Our campus Asian population did not meet the state standard in the Meets/Masters category. **Root Cause:** Targeted Support and Improvement Reading: Staff has not continuously and effectively monitored all student groups.

Problem Statement 8: Targeted Support and Improvement Math (data based on 2018-19 identification): Additional Targeted Support Math: Our campus Asian population did not meet the state standard in the Meets/Masters category. **Root Cause:** Targeted Support and Improvement Math: Staff has not continuously and effectively monitored all student groups.

School Culture and Climate

School Culture and Climate Strengths

Gleason has a warm and welcoming environment. Ninety percent of our parents feel welcome at the school. There was an overall decrease in student discipline compared to data in the 18-19 school year. According to our most recent EPS survey, the majority of our staff feel safe at work and staff recognition is built into the school culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Not all parents and students attend our instructional events. **Root Cause:** School Culture and Climate: A focus on getting information out has been limited to School Messenger, marquee and social media. A focus on teachers sending out notification needs to occur.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention. (For example, summarize the campus strengths in regard to professional development and/or teacher/paraprofessional attendance in 2019-20 based on data available before the onset of COVID-19.)

Gleason's data for the past few years shows that we have a high retention and attendance rate. The data shows that when teachers leave the campus they do so to move closer to home or due to retirement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The absent rate for the campus is 4.21%. Except for ten other campuses district wide, Gleason had one of the lowest absent rates in the district. **Root Cause:** Teacher/Paraprofessional Attendance: he need to bring an awareness to the entire staff regarding the reason for and the percentage of absences once a month.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement. (For example, summarize the campus strengths in regard to parent survey data, records of parent attendance at meetings/trainings/student events and/or other related 2019-20 data available before the onset of COVID-19.)

Our goal as a Gleason staff is to include our parents and community in as many school activities as possible. We value our parents and encourage their partnership in their child's education. We are very proud of our active PTO. We communicate through email, electronic newsletters, marquee, Facebook and School Messenger.

We involve the community in school through our adopted business partner, Twin Eagle. We also have several community mentors that volunteer and have worked with our students. Gleason is also fortunate to have Cy-Hope volunteers bring backpacks with food to several of our families.

Our Watch D.O.G.S Program has been very successful in recruiting fathers in the community to spend a day volunteering on our campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent involvement needs to look different because of COVID-19. **Root Cause:** Parent and Community Engagement: We need to continue to communicate with parents in multiple ways.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments 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: Teachers will plan and deliver guided reading and/or strategy group lessons to:</p> <ol style="list-style-type: none"> 1. establish fundamental skills necessary for proficient reading 2. identify weaknesses and strengthen specific skills 3. improve attention to detail 4. build fluency 5. expand vocabulary knowledge 6. develop reading comprehension skills <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialists Assistant Principals Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: The campus will implement vertically aligned with daily oral and written opportunities to express their ideas in order to improve their command of sentence structure, phonemic awareness and revising and editing 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: Teachers Instructional Specialists Assistant Principals Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Teachers will implement small group instruction, purposeful talk, higher level questioning, critical writing and vocabulary strategies along with planning rigorous lessons that are aligned with the TEKS utilizing Lead4ward resources. Teachers will also focus on math fluency daily.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialists Assistant Principals Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Teachers will plan and deliver science instruction that provides students with hands-on experiences, high order thinking questioning, interactive word walls, anchor charts, critical writing opportunities, explicit vocabulary instruction and reading comprehension resources.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialist Assistant Principals Principal</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: Teachers will use data to determine what skills students need to be taught or retaught in an effort to recoup for the loss of direct instruction during the spring semester. This will occur during 30 minutes of Tiger Time each day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialist Assistant Principals Principal</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: Students will be given the opportunity to participate in a variety of before and/or after school clubs. Students will also have an opportunity to participate in the following: -Student Leadership Opportunities -Fine Arts Showcase -Gleason Horizon's Showcase -Choir Programs -District Spelling Bee</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Counselor Librarian Teachers Assistant Principal Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Deepen understanding of and address specific academic needs of the EL, Asian and AA economically disadvantaged student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Gleason will implement the following measures. 1. Engage added professional staff--a Primary Instructional Specialist, a Math Interventionist, and a Behavior Interventionist. 2. Purchase supplemental instructional materials.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialists Assistant Principals Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Salaries and Benefits - Title I - \$230,802, Supplies Instructional - Title I - \$3,100</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Gleason will host a Welcome Back Camp on August 11th from 4:30-6:30. The name of the camp will be Tiger Camp.</p> <p>Strategy's Expected Result/Impact: 1. Students attending the 2021-22 Welcome Back Tiger Camp will have an attendance rate of 98% during the first two marking periods. 2. Students attending the Welcome Back Tiger Camp will have fewer than 3-5 office referrals than the year before.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core content area interventionist: Gleason will hire a primary reading interventionist to work with students who are reading two or more levels below what is expected.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-22 school year, 90% of the students being pulled by the reading interventionist will increase their reading level by at least one year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will participate in a 2 hour professional development course to deepen their understanding of SEL and prepare for the camp.</p> <p>Strategy's Expected Result/Impact: 1. Students attending the 2021-22 Welcome Back Tiger Camp will have an attendance rate of 98% during the first two marking periods. 2. Students attending the Welcome Back Tiger Camp will have fewer than 3-5 office referrals than the year before.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: books for book study - ESSER III - \$1,600</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will participate in a book study. They will read the book, Improve Every Lesson Plan with SEL. The teachers will learn how to incorporate research-based strategies in their daily lesson plans.</p> <p>Strategy's Expected Result/Impact: As a result of all reading/math teachers completing the book study, 85% of their students will achieve approaches or higher on the 2021-22 STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 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 support for at-risk students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies and Extra Duty - Special Allotment: Compensatory Education - \$3,573, Supplies for Accelerated Instruction and Closing the Gap - Special Allotment: Compensatory Education - \$3,573</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 4: Targeted Support and Improvement: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: Asian (Academic Achievement Reading (74%), Academic Achievement Math (82%), Student Success (73%)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted Support and Improvement Reading: Campus training on how to effectively monitor and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted Support and Improvement Math: Campus training on how to effectively monitor and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</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 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: 100% of staff and students will implement and follow all Lead Safely guidelines and protocols. Strategy's Expected Result/Impact: Increased time in class for students and teachers Staff Responsible for Monitoring: Principal, Nurse, Assistant Principals, Teachers</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.</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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will work as a team to track absences and early exits from the instructional day.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: Principal, 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 2021-22 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: Staff will be trained on the use of Conscious Discipline and techniques and Sanford Harmony program to reduce the number of office referrals and increase time spent on instruction. A discipline continuum will be followed for level I and II behaviors. The APs will use a student behavior log which involves the parent prior to writing an office referral for level I and level II violations. The campus will continue with district Project Safety lessons (including Tipline reporting procedures), counselor guidance lessons, PBIS, and conduct daily class meetings.</p> <p>Code of Conduct talks will be held within first 2 weeks of school and in spring semester. The principal will meet with the entire student body once a month.</p> <p>Monthly monitoring, feedback and updates will be provided by the PBIS committee.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Out of School Suspensions: The campus will implement a discipline continuum with required steps to implement prior to suspension for most behaviors/incidents.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 3%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: The campus will implement a discipline continuum with required steps to implement prior to suspension for most behaviors/incidents.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: The campus will implement various programs and strategies mentioned above, discipline continuum will be followed, along with creating individual behavior plans (with parent involvement) to support students with the goal to prevent students placed at SOS.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: 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 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 2021-22 school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Teachers will be recognized for perfect attendance each month. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal</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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the targets set on the attached CIP data table.</p> <p>Staff Responsible for Monitoring: Principal</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 2%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Consistent communication will be provided to the families and community through Twitter, Facebook, Remind, Instagram, parent newsletters, Smore, and the Gleason website.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Examples include Literacy Night and Math Night.</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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: PAFE Supplies - Title I - \$300</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

State Compensatory

Budget for Gleason Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Gleason Elementary School

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Reading Interventionist	1
Staff	Instructional Specialist	Primary	1
Staff	Teacher	Math Interventionist	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	books for book study		\$1,600.00
Sub-Total					\$1,600.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Salaries and Benefits		\$230,802.00
1	1	7	Supplies Instructional		\$3,100.00
4	1	3	PAFE Supplies		\$300.00
Sub-Total					\$234,202.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Extra Duty		\$3,573.00
1	3	1	Supplies for Accelerated Instruction and Closing the Gap		\$3,573.00
Sub-Total					\$7,146.00

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	Gleason	All	128	96	75%	85%	10%	128	86	67%
Math	3	Gleason	Hispanic	70	48	69%	75%	6%	64	42	66%
Math	3	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Gleason	Asian	28	25	89%	95%	6%	21	18	86%
Math	3	Gleason	African Am.	10	7	70%	80%	10%	18	7	39%
Math	3	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Gleason	White	16	13	81%	90%	9%	17	13	76%
Math	3	Gleason	Two or More	*	*	*	*	*	7	5	71%
Math	3	Gleason	Eco. Dis.	79	56	71%	85%	14%	83	49	59%
Math	3	Gleason	LEP Current	39	27	69%	85%	16%	32	16	50%
Math	3	Gleason	At-Risk	92	63	68%	85%	17%	92	53	58%
Math	3	Gleason	SPED	19	15	79%	85%	6%	17	3	18%
Math	4	Gleason	All	145	95	66%	80%	14%	141	112	79%
Math	4	Gleason	Hispanic	70	37	53%	75%	22%	74	56	76%
Math	4	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Gleason	Asian	18	16	89%	95%	6%	26	26	100%
Math	4	Gleason	African Am.	21	10	48%	75%	27%	16	8	50%
Math	4	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Gleason	White	31	29	94%	95%	1%	19	18	95%
Math	4	Gleason	Two or More	*	*	*	*	*	6	4	67%
Math	4	Gleason	Eco. Dis.	81	40	49%	75%	26%	84	58	69%
Math	4	Gleason	LEP Current	27	7	26%	75%	49%	39	31	79%
Math	4	Gleason	At-Risk	55	28	51%	75%	24%	92	67	73%
Math	4	Gleason	SPED	14	2	14%	70%	56%	16	9	56%
Math	5	Gleason	All	165	97	59%	80%	21%	167	132	79%
Math	5	Gleason	Hispanic	85	40	47%	70%	23%	77	58	75%
Math	5	Gleason	Am. Indian	5	3	60%	80%	20%	*	*	*
Math	5	Gleason	Asian	23	20	87%	90%	3%	21	21	100%
Math	5	Gleason	African Am.	16	7	44%	75%	31%	30	17	57%
Math	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Gleason	White	33	26	79%	85%	6%	32	31	97%
Math	5	Gleason	Two or More	*	*	*	*	*	6	4	67%
Math	5	Gleason	Eco. Dis.	85	51	60%	80%	20%	101	72	71%
Math	5	Gleason	LEP Current	25	9	36%	75%	39%	31	23	74%
Math	5	Gleason	At-Risk	104	51	49%	75%	26%	100	70	70%
Math	5	Gleason	SPED	20	7	35%	75%	40%	17	5	29%

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	Gleason	All	128	101	79%	85%	6%	128	96	75%
Reading	3	Gleason	Hispanic	70	53	76%	85%	9%	64	48	75%
Reading	3	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Gleason	Asian	28	25	89%	93%	4%	21	18	86%
Reading	3	Gleason	African Am.	10	7	70%	80%	10%	18	9	50%
Reading	3	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Gleason	White	16	12	75%	85%	10%	17	15	88%
Reading	3	Gleason	Two or More	*	*	*	*	*	7	6	86%
Reading	3	Gleason	Eco. Dis.	79	60	76%	85%	9%	83	55	66%
Reading	3	Gleason	LEP Current	39	25	64%	80%	16%	32	17	53%
Reading	3	Gleason	At-Risk	92	67	73%	80%	7%	92	63	68%
Reading	3	Gleason	SPED	19	11	58%	75%	17%	17	5	29%
Reading	4	Gleason	All	145	107	74%	85%	11%	141	123	87%
Reading	4	Gleason	Hispanic	70	46	66%	80%	14%	74	63	85%
Reading	4	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Gleason	Asian	18	17	94%	95%	1%	26	26	100%
Reading	4	Gleason	African Am.	21	12	57%	75%	18%	16	11	69%
Reading	4	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Gleason	White	31	29	94%	95%	1%	19	18	95%
Reading	4	Gleason	Two or More	*	*	*	*	*	6	5	83%
Reading	4	Gleason	Eco. Dis.	81	50	62%	75%	13%	84	68	81%
Reading	4	Gleason	LEP Current	27	12	44%	75%	31%	39	34	87%
Reading	4	Gleason	At-Risk	55	35	64%	80%	16%	92	76	83%
Reading	4	Gleason	SPED	14	3	21%	70%	49%	16	11	69%
Reading	5	Gleason	All	165	122	74%	85%	11%	167	141	84%
Reading	5	Gleason	Hispanic	85	56	66%	75%	9%	77	60	78%
Reading	5	Gleason	Am. Indian	5	4	80%	85%	5%	*	*	*
Reading	5	Gleason	Asian	23	21	91%	95%	4%	21	21	100%
Reading	5	Gleason	African Am.	16	8	50%	80%	30%	30	23	77%
Reading	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Gleason	White	33	31	94%	95%	1%	32	31	97%
Reading	5	Gleason	Two or More	*	*	*	*	*	6	5	83%
Reading	5	Gleason	Eco. Dis.	85	60	71%	80%	9%	101	78	77%
Reading	5	Gleason	LEP Current	25	10	40%	75%	35%	31	23	74%
Reading	5	Gleason	At-Risk	104	68	65%	75%	10%	100	76	76%
Reading	5	Gleason	SPED	20	8	40%	70%	30%	17	4	24%

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

2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Gleason	All	165	106	64%	80%	16%	166	119	72%
Science	5	Gleason	Hispanic	85	44	52%	80%	28%	76	44	58%
Science	5	Gleason	Am. Indian	5	3	60%	80%	20%	*	*	*
Science	5	Gleason	Asian	23	22	96%	98%	2%	21	21	100%
Science	5	Gleason	African Am.	16	9	56%	80%	24%	30	17	57%
Science	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Gleason	White	33	26	79%	85%	6%	32	31	97%
Science	5	Gleason	Two or More	*	*	*	*	*	6	5	83%
Science	5	Gleason	Eco. Dis.	86	55	64%	80%	16%	100	60	60%
Science	5	Gleason	LEP Current	25	7	28%	75%	47%	30	14	47%
Science	5	Gleason	At-Risk	103	56	54%	75%	21%	99	58	59%
Science	5	Gleason	SPED	20	6	30%	75%	45%	17	6	35%

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	Gleason	All	145	60	41%	50%	9%	141	82	58%
Math	4	Gleason	Hispanic	70	18	26%	40%	14%	74	36	49%
Math	4	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Gleason	Asian	18	12	67%	80%	13%	26	24	92%
Math	4	Gleason	African Am.	21	3	14%	40%	26%	16	6	38%
Math	4	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Gleason	White	31	25	81%	90%	9%	19	15	79%
Math	4	Gleason	Two or More	*	*	*	*	*	6	1	17%
Math	4	Gleason	Eco. Dis.	81	21	26%	35%	9%	84	40	48%
Math	4	Gleason	LEP Current	27	3	11%	25%	14%	39	19	49%
Math	4	Gleason	At-Risk	55	15	27%	35%	8%	92	47	51%
Math	4	Gleason	SPED	14	2	14%	20%	6%	16	7	44%
Math	5	Gleason	All	165	61	37%	45%	8%	167	97	58%
Math	5	Gleason	Hispanic	85	20	24%	30%	6%	77	35	45%
Math	5	Gleason	Am. Indian	5	1	20%	30%	10%	*	*	*
Math	5	Gleason	Asian	23	17	74%	80%	6%	21	19	90%
Math	5	Gleason	African Am.	16	3	19%	25%	6%	30	13	43%
Math	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Gleason	White	33	19	58%	65%	7%	32	27	84%
Math	5	Gleason	Two or More	*	*	*	*	*	6	3	50%
Math	5	Gleason	Eco. Dis.	85	26	31%	40%	9%	101	46	46%
Math	5	Gleason	LEP Current	25	5	20%	30%	10%	31	11	35%
Math	5	Gleason	At-Risk	104	26	25%	35%	10%	100	42	42%
Math	5	Gleason	SPED	20	2	10%	20%	10%	17	3	18%
Reading	4	Gleason	All	145	59	41%	45%	4%	141	89	63%
Reading	4	Gleason	Hispanic	70	18	26%	30%	4%	74	42	57%
Reading	4	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Gleason	Asian	18	11	61%	75%	14%	26	20	77%
Reading	4	Gleason	African Am.	21	8	38%	45%	7%	16	7	44%
Reading	4	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Gleason	White	31	21	68%	74%	6%	19	16	84%
Reading	4	Gleason	Two or More	*	*	*	*	*	6	4	67%
Reading	4	Gleason	Eco. Dis.	81	22	27%	35%	8%	84	44	52%
Reading	4	Gleason	LEP Current	27	1	4%	15%	11%	39	17	44%
Reading	4	Gleason	At-Risk	55	13	24%	40%	16%	92	49	53%
Reading	4	Gleason	SPED	14	1	7%	15%	8%	16	3	19%

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	Gleason	All	165	87	53%	60%	7%	167	107	64%
Reading	5	Gleason	Hispanic	85	35	41%	45%	4%	77	39	51%
Reading	5	Gleason	Am. Indian	5	3	60%	70%	10%	*	*	*
Reading	5	Gleason	Asian	23	16	70%	80%	10%	21	20	95%
Reading	5	Gleason	African Am.	16	5	31%	40%	9%	30	16	53%
Reading	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Gleason	White	33	26	79%	85%	6%	32	28	88%
Reading	5	Gleason	Two or More	*	*	*	*	*	6	3	50%
Reading	5	Gleason	Eco. Dis.	85	41	48%	55%	7%	101	54	53%
Reading	5	Gleason	LEP Current	25	3	12%	20%	8%	31	12	39%
Reading	5	Gleason	At-Risk	104	40	38%	45%	7%	100	47	47%
Reading	5	Gleason	SPED	20	4	20%	30%	10%	17	2	12%
Science	5	Gleason	All	165	62	38%	45%	7%	166	75	45%
Science	5	Gleason	Hispanic	85	18	21%	30%	9%	76	24	32%
Science	5	Gleason	Am. Indian	5	3	60%	70%	10%	*	*	*
Science	5	Gleason	Asian	23	16	70%	80%	10%	21	16	76%
Science	5	Gleason	African Am.	16	2	13%	25%	12%	30	5	17%
Science	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Gleason	White	33	22	67%	80%	13%	32	28	88%
Science	5	Gleason	Two or More	*	*	*	*	*	6	2	33%
Science	5	Gleason	Eco. Dis.	86	25	29%	35%	6%	100	27	27%
Science	5	Gleason	LEP Current	25	1	4%	15%	11%	30	8	27%
Science	5	Gleason	At-Risk	103	26	25%	35%	10%	99	27	27%
Science	5	Gleason	SPED	20	2	10%	20%	10%	17	3	18%

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	Gleason	All	128	20	16%	25%	9%	128	20	16%
Math	3	Gleason	Hispanic	70	6	9%	15%	6%	64	6	9%
Math	3	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Gleason	Asian	28	8	29%	35%	6%	21	6	29%
Math	3	Gleason	African Am.	10	0	0%	10%	10%	18	1	6%
Math	3	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Gleason	White	16	6	38%	45%	7%	17	6	35%
Math	3	Gleason	Two or More	*	*	*	*	*	7	1	14%
Math	3	Gleason	Eco. Dis.	79	4	5%	10%	5%	83	2	2%
Math	3	Gleason	LEP Current	39	4	10%	20%	10%	32	1	3%
Math	3	Gleason	At-Risk	92	12	13%	20%	7%	92	7	8%
Math	3	Gleason	SPED	19	1	5%	10%	5%	17	0	0%
Math	4	Gleason	All	145	34	23%	30%	7%	141	47	33%
Math	4	Gleason	Hispanic	70	6	9%	15%	6%	74	16	22%
Math	4	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Gleason	Asian	18	11	61%	70%	9%	26	13	50%
Math	4	Gleason	African Am.	21	2	10%	15%	5%	16	4	25%
Math	4	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Gleason	White	31	14	45%	50%	5%	19	13	68%
Math	4	Gleason	Two or More	*	*	*	*	*	6	1	17%
Math	4	Gleason	Eco. Dis.	81	10	12%	15%	3%	84	18	21%
Math	4	Gleason	LEP Current	27	0	0%	10%	10%	39	8	21%
Math	4	Gleason	At-Risk	55	7	13%	20%	7%	92	24	26%
Math	4	Gleason	SPED	14	0	0%	10%	10%	16	4	25%
Math	5	Gleason	All	165	41	25%	30%	5%	167	57	34%
Math	5	Gleason	Hispanic	85	11	13%	20%	7%	77	16	21%
Math	5	Gleason	Am. Indian	5	1	20%	30%	10%	*	*	*
Math	5	Gleason	Asian	23	12	52%	60%	8%	21	12	57%
Math	5	Gleason	African Am.	16	1	6%	10%	4%	30	7	23%
Math	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Gleason	White	33	15	45%	50%	5%	32	19	59%
Math	5	Gleason	Two or More	*	*	*	*	*	6	3	50%
Math	5	Gleason	Eco. Dis.	85	13	15%	20%	5%	101	26	26%
Math	5	Gleason	LEP Current	25	3	12%	20%	8%	31	3	10%
Math	5	Gleason	At-Risk	104	17	16%	20%	4%	100	21	21%
Math	5	Gleason	SPED	20	1	5%	10%	5%	17	2	12%

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	Gleason	All	128	34	27%	30%	3%	128	41	32%
Reading	3	Gleason	Hispanic	70	14	20%	25%	5%	64	16	25%
Reading	3	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Gleason	Asian	28	11	39%	45%	6%	21	9	43%
Reading	3	Gleason	African Am.	10	1	10%	20%	10%	18	2	11%
Reading	3	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Gleason	White	16	7	44%	50%	6%	17	9	53%
Reading	3	Gleason	Two or More	*	*	*	*	*	7	5	71%
Reading	3	Gleason	Eco. Dis.	79	12	15%	20%	5%	83	11	13%
Reading	3	Gleason	LEP Current	39	2	5%	10%	5%	32	3	9%
Reading	3	Gleason	At-Risk	92	17	18%	25%	7%	92	17	18%
Reading	3	Gleason	SPED	19	3	16%	21%	5%	17	0	0%
Reading	4	Gleason	All	145	32	22%	30%	8%	141	58	41%
Reading	4	Gleason	Hispanic	70	7	10%	15%	5%	74	29	39%
Reading	4	Gleason	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Gleason	Asian	18	7	39%	45%	6%	26	11	42%
Reading	4	Gleason	African Am.	21	3	14%	20%	6%	16	2	13%
Reading	4	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Gleason	White	31	14	45%	50%	5%	19	14	74%
Reading	4	Gleason	Two or More	*	*	*	*	*	6	2	33%
Reading	4	Gleason	Eco. Dis.	81	9	11%	15%	4%	84	27	32%
Reading	4	Gleason	LEP Current	27	1	4%	10%	6%	39	12	31%
Reading	4	Gleason	At-Risk	55	4	7%	10%	3%	92	29	32%
Reading	4	Gleason	SPED	14	0	0%	10%	10%	16	1	6%
Reading	5	Gleason	All	165	60	36%	45%	9%	167	80	48%
Reading	5	Gleason	Hispanic	85	17	20%	30%	10%	77	28	36%
Reading	5	Gleason	Am. Indian	5	3	60%	70%	10%	*	*	*
Reading	5	Gleason	Asian	23	15	65%	75%	10%	21	12	57%
Reading	5	Gleason	African Am.	16	3	19%	25%	6%	30	14	47%
Reading	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Gleason	White	33	21	64%	70%	6%	32	24	75%
Reading	5	Gleason	Two or More	*	*	*	*	*	6	2	33%
Reading	5	Gleason	Eco. Dis.	85	24	28%	35%	7%	101	38	38%
Reading	5	Gleason	LEP Current	25	2	8%	15%	7%	31	7	23%
Reading	5	Gleason	At-Risk	104	26	25%	35%	10%	100	28	28%
Reading	5	Gleason	SPED	20	2	10%	20%	10%	17	0	0%

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	Gleason	All	165	28	17%	30%	13%	166	26	16%
Science	5	Gleason	Hispanic	85	6	7%	15%	8%	76	5	7%
Science	5	Gleason	Am. Indian	5	0	0%	10%	10%	*	*	*
Science	5	Gleason	Asian	23	10	43%	50%	7%	21	7	33%
Science	5	Gleason	African Am.	16	0	0%	10%	10%	30	1	3%
Science	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Gleason	White	33	11	33%	40%	7%	32	11	34%
Science	5	Gleason	Two or More	*	*	*	*	*	6	2	33%
Science	5	Gleason	Eco. Dis.	86	8	9%	15%	6%	100	7	7%
Science	5	Gleason	LEP Current	25	0	0%	10%	10%	30	1	3%
Science	5	Gleason	At-Risk	103	7	7%	15%	8%	99	6	6%
Science	5	Gleason	SPED	20	0	0%	10%	10%	17	0	0%

Gleason

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 52% to 62% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
52%	54%	56%	59%	62%

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		36%	65%		82%				39%		46%	55%	41%
2022	NA	38%	67%	NA	84%	NA	NA	NA	41%	NA	48%	57%	43%
2023	NA	40%	69%	NA	86%	NA	NA	NA	43%	NA	50%	59%	45%
2024	NA	43%	72%	NA	89%	NA	NA	NA	46%	NA	53%	62%	48%
2025	NA	46%	75%	NA	92%	NA	NA	NA	49%	NA	56%	65%	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 56% to 66% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
56%	58%	60%	63%	66%

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		41%	74%		86%				43%		51%	59%	44%
2022	NA	43%	76%	NA	88%	NA	NA	NA	45%	NA	53%	61%	46%
2023	NA	45%	78%	NA	90%	NA	NA	NA	47%	NA	55%	63%	48%
2024	NA	48%	81%	NA	93%	NA	NA	NA	50%	NA	58%	66%	51%
2025	NA	51%	84%	NA	96%	NA	NA	NA	53%	NA	61%	69%	54%

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.