

Cypress-Fairbanks Independent School District

Hairgrove Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

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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: root cause analysis, data collection, and data analysis.

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: Strengths and Problem Statements in the areas of Student Achievement, School Culture and Climate, Staff Quality, Recruitment, and Retention, and Parent and Community Engagement

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

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

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

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

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

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

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*

- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

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

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and the two apartment complexes that are zoned to Hairgrove (Copper Springs and Estancia San Miguel), and the Chimney Hill recreation center.

Student Achievement

Student Achievement Strengths

STAAR Assessment strengths:

The following strengths were identified based on a review of the 2020-2021 data:

The campus focused on the CIP goals including teaching vocabulary in a variety of ways to help students build their schema on unknown topics and become familiar with content-specific and testing vocabulary. Teachers planned their vocabulary lessons with their instructional specialist utilizing district and campus materials and implementation was monitored and reviewed throughout the year.

The campus conducted comprehensive data digs to determine areas of strengths and weaknesses, shared best practices, and determined what skills and activities would be implemented for reteaching through lessons, small groups, tutoring, and academic camps. Interventions provided by Title 1 specialists were monitored and adjusted to meet students' needs. The campus focused on specific students to provide interventions and adjusted groupings as needed.

The campus provided extended planning to teachers to deepen their understanding of how to teach concepts, in addition to planning what to teach, in order to be the most effective for our students. In addition, staff members, including instructional specialists and administrators, attended several hours of staff development, many more than required, and utilized their learning in the classroom to support students.

These three actions supported student growth across the campus.

End of the Year 2020-2021 DPM Primary data shows:

Math-Kinder 94% passing, 1st-94% passing, 2nd-95% passing,

ELA-Kinder English 80%, 2nd HFW-87% passing, 2nd Comprehension-85% passing

End of the Year 2020-2021 STAAR data shows:

3rd Grade Reading-88% Approaches

4th Grade Reading-87% Approaches

4th Grade Writing-76% Approaches

5th Grade Math-85% Approaches, 65% Meets, 41% Masters

The campus surpassed its goal in 5th grade Reading Masters at 41%. Our goal was 28%.

The campus surpassed its goal in 3rd grade Reading Meets at 55%. Our goal was 51%.

In the Closing the Gap domain, we met 14 out of 14 indicators in Academic Achievement.

In the Closing the Gap domain, we met 1 out of 1 indicator in English Language Proficiency Status.

In the Closing the Gap domain, we met 9 out of 9 indicators in Student Success Status.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: African American students are scoring lower than other groups. **Root Cause:** Reading: The need to teach vocabulary in an array of ways to meet the needs of students, including African American learners, to determine the meaning of unknown words to support reading comprehension.

Problem Statement 2: Writing: EL current students are scoring lower than other populations **Root Cause:** Writing: The need to teach students, including EL current, how to add important and meaningful details that are written grammatically correct.

Problem Statement 3: Math: EL current students are scoring lower than other populations **Root Cause:** Math: The need to teach content specific vocabulary in an array of ways to help students, including ELs, determine the main idea of the math problem in order to solve the problem correctly.

Problem Statement 4: Science: EL students are scoring lower than other groups. **Root Cause:** Science: The need to teach students, including African Americans, content-specific and unknown vocabulary in a array of ways to support reading comprehension to increase the application of science concepts.

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

Attendance

Our current practices are a strength, and we will add additional strategies to improve our attendance. The campus believes the weekly competitions between the two assistant principals' GAME ON teams support attendance. The team that has the fewest absences and tardies earns points for their team. The teams earn points on a variety of things and at the end of four weeks, the team with the most points earns a pep rally.

The campus will be entering its sixth year in a partnership with Calvary Church Men's Ministry where the church provides two bicycles, two helmets, and two locks each month for a school-wide drawing for those students who have had perfect attendance for the month. At the end of the year, two students that have had perfect attendance for the year may win one of two bikes and one family wins a \$250 gift certificate.

The campus will address kindergarten attendance for the fifth year in a row by celebrating kindergarten students who have perfect attendance every nine weeks by inviting parents to have their picture taken with their child and having a treat provided by our partnership with Energy Capital Credit Union. We are going to add Pre-K this year and will follow the same process and rewards.

Restorative Discipline

After reviewing our data the campus believes our strengths include the reduction of office referrals from 144 to 108, which was a 25% decrease. In addition, the campus believes our strengths include the programs that we continue to implement that are listed below.

Quantum Learning and The 8 Keys to Success

PBIS - Positive Behavior Intervention System

GAME ON- Building small communities within a school with weekly friendly competitions and celebrations

No Excuses University Network and The Six Pillars of Academic Excellence and focusing on exposing students to all things college

Conscious Discipline- Teaching students to self-monitor emotions, feelings, and reactions

Project Safety Lessons and Guidance Lessons

Campus Safety

After reviewing our data, the campus believes that our strengths include the programs that we implement for restorative discipline because reduced discipline supports campus safety. In addition, the campus believes that providing powerpoints created through the PBIS leadership team on Don't Be Scared, Be Prepared for safety drills, and practicing the safety drills supports campus safety. The campus also sends home letters, newsletters, and information to families so that they are able to support campus and district procedures for campus safety for all.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: The campus had 108 office referrals and 69 of those were for students receiving special education services (5 students) and were 65% of the office referrals. The rest were general education students and the majority were refusal to follow adult directives. **Root Cause:** School Culture and Climate: The need to provide additional training on how to work with children with special needs such as autism, emotional disturbance, and OHI as well as training on contracts, giving students choices and adding additional rewards.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Attendance:

The campus provides staff development on the importance of regular staff attendance and the positive effects on student learning. The campus has a culture of high expectations for all, which motivates staff members to monitor their attendance. In addition, the campus acknowledges staff members every nine weeks through various rewards such as a celebration cart with a drink and a treat, announcements over the speaker, or a written note.

Staff Quality:

The campus believes first instruction is the best instruction for our students and works to ensure that planning times with instructional specialists are not missed as much as possible. IEPs, staffings, and other meetings are scheduled as much as possible on days where teachers do not have to miss planning. Extended planning is provided twice a year, which based on teacher surveys, is the number one request for Title 1 funds to be spent so that the teachers have an even deeper understanding of the content. Every nine weeks, a name is drawn for any staff member that has attended district staff development, and lunch is provided to that person by the principal. The campus has a culture of sharing and working together, which supports staff quality and student learning.

Recruitment and Retention:

The campus utilizes Title 1 funds to support recruitment and retention by providing:

- tubs with manipulatives, books, and other hands-on materials
- consumable materials such as anchor charts, markers, sticky notes, etc.
- extended planning days
- payment for before/after school tutoring, academic camps, and after school data digs

In addition, according to staff feedback providing a structured environment with high expectations for all and providing ongoing support, is another reason our campus is able to retain highly qualified staff.

Opportunities for developing leadership skills and career growth are also part of our ability to retain HQ staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The absent rate for the campus is 6.0% and our goal is 5.0%. **Root Cause:** Teacher/Paraprofessional Attendance: Personal events occur during the school year, and the campus needs to inform the staff each six weeks our percentage of absences to bring awareness to support the reduction of the use of personal days.

Parent and Community Engagement

Parent and Community Engagement Strengths

The campus provides many opportunities for parents to be involved and to learn about how to help their children attain even greater success. The campus held all required Title 1 and CPOC meetings, where information about the campus and Title 1 funding. A brochure was sent home about the three main pillars of Hairgrove and our philosophy.

Events included:

- Meet The Teacher (virtual)
- Open House Pre K-2
- Open House 3-5
- Title 1 Parent Meeting
- On-going parent conferences along with BOY, MOY, and EOY parent conferences scheduled in October, February, and May
- Science Night
- Christmas Choir and Pictures with Santa Night
- Field Days
- Choir Programs
- VIPS Luncheon
- Book Fairs
- Biz Town
- Perfect Attendance Celebrations for Pre-K and Kindergarten
- Bike Celebrations for Perfect Attendance Winners
- 5th Grade Graduation

In addition, all teachers in grades K-5 provided tutoring to a specific group of students either before or after school once a week, and grades 3-5 provided nine academic camps to a specific group of students on Friday evenings from 3:40-5:45.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Need to increase parent involvement and participation in school activities, including student attendance **Root Cause:** Parent and Community Engagement: The need to inform the parents how their engagement can affect student success and how absences not related to illness negatively impact their child's learning and their future success.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional 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/ELA: Teachers will plan and implement specific vocabulary activities to support all students' learning, with a focus on EL students. During planning teachers will determine what words to teach through various activities and determine when to teach vocabulary: Structured vocabulary time, read alouds, guided reading, shared reading, and oral language development. Strategies and materials from SPARC, Lead4Ward, Fountas & Pinnell, Neuhaus, StarFall, along with other campus-created activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Growth on checkpoints, district and state assessments, independent reading levels and TELPAS.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: Starfall - Title I - \$270</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Writing: Teachers will focus on editing skills by incorporating specific lessons addressing the most commonly used prefixes, suffixes, spelling patterns, and grammar rules using district lessons, campus created lessons, Patterns of Power grammar rule cards, Neuhaus materials, Fountas & Pinnell phonics, and IXL technology program through whole group lessons, small group, and stations for all students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Growth on checkpoints and with student writing samples.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal</p> <p>Funding Sources: IXL - Title I - \$5,175</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 3: Writing: Teachers will plan and determine strategies to focus on teaching all students, with a focus on EL students, to add details with grammatically correct sentences to their writing samples through whole group, small group, and conferring to create a more focused writing sample utilizing district and campus created lessons, along with staff development utilizing rubrics and scoring calibration</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Growth on checkpoints and with student writing samples.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Math: Teachers will focus on math fluency through discussion and vocabulary instruction through oral language and vocabulary development and vocabulary development, for all students, with a focus on African American and EL current students. Teachers will target most-commonly used words, and academic and content-specific vocabulary utilizing district lessons, Lead4ward activities, Reflex math technology program from Explore Learning, and campus-created activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Growth on checkpoints and campus/district assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal</p> <p>Funding Sources: Reflex Math - Title I - \$2,695</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Science: Teachers will teach all students, with a focus on African American and EL current students, targeted vocabulary through a daily vocabulary time, along with additional vocabulary instruction provided twice a week by a HQ paraprofessional utilizing picture cards, SPARC activities, Lead4ward activities, and district and campus-created activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Growth on checkpoints and campus/district assessments and growth on TELPAS.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of instruction each day that includes small group instruction targeted at the specific needs of students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers, Paraprofessionals</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 7 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 7: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Students will be provided opportunities to utilize technology through the use of StarFall, IXL, Reflex Math, and Flocabulary, along with I-Read, Kid Biz, Google Classroom, and other technologies. Teachers will determine students' reading levels and choose levels that match their skills and topics of high-interest.</p> <p>Students that qualify for gifted and talented services will participate in creating a project that they will present.</p> <p>Students will participate in choir programs, and field days.</p> <p>Students and parents will be invited to a Science Night in the spring.</p> <p>For our 4th/5th graders, students may join the after-school choir program.</p> <p>For our 5th graders, students have various organizations that they may join or apply to become a member such as: Student Leadership Team, Junior Counselors, Watt Watchers, and NEU committee.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Students will demonstrate an increase in their checkpoints, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Reflex Math - Title I - \$2,695, Flocabulary - Title I - \$2,600, Science Night Supplies - Title I - \$800, GT Supplies - Title I - \$200, BrainPop - \$2,502.99</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 8 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 8: Deepen understanding of and address specific academic needs of the non-continuously enrolled students, since they did not meet state targets, along with all students in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Hairgrove will implement the following measures to meet or exceed the targets on the attached CIP target table.</p> <ol style="list-style-type: none"> 1. Substitutes for the following: extended planning, professional development for observations, support for assessments, additional support for student events, and substitutes for Title I interventionists' absences to develop teachers' knowledge of the content and strategies to teach the students. 2. Staff members will provide extra-duty time through before/after school tutoring, academic camps, data digs, and curriculum writing to analyze student data, to determine what areas need re-teaching, and to share best strategies to increase student learning and academic performance. 3. Paper, anchor charts, project boards, folders, binders, journals, markers, sticky notes, note cards, printer ink, Velcro, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title I and General Funds) 4. Additional content supplies for literacy and math/science materials which include baskets, manipulatives, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning. (General Fund) 5. Stickers, folders, metals, pencils, small prizes for incentives for students to increase student learning, increase appropriate behavior, and increase academic behavior. (General Funds) 6. Interventionists and a paraprofessional will be hired to work with small groups and help support students in the classroom (Title 1) 7. Temporary worker will be hired to support small groups. (Title 1) 8. STAAR snacks and STAAR supplies (General Fund) 9. Purchase technology devices to support learning <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Substitutes - Title I - \$23,650, Extra Duty Pay - Title I - \$7,400, Instructional Supplies - Title I - \$71,611, Instructional Supplies - \$11,471, Incentives - \$2,000, STAAR Supplies and Snacks - \$5,065, Interventionists - Title I - \$148,000</p> | Formative | | |
| | Nov | Feb | May |
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| <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 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: Teachers will conduct before and after school tutorials in reading and math to fill in academic gaps.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-22 school year, 90% of K-2 students will read on grade level. By the end of the 2021-22 school year, 90% of 3rd, 4th, and 5th grade students will will score Approaches or higher on Reading and Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Before and After School Tutorials - ESSER III - \$20,380, Instructional Materials - ESSER III - \$4,620</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Core content area interventionist: Math Interventionist to fill in gaps in the area of math due to the pandemic</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-22 school year, 85% of the students working with the math interventionist will score Approaches or higher on Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Interventionist - ESSER III - \$75,000</p> | Formative | | |
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| <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 academic support for at-risk students by providing additional supplies for before and after school tutorials.</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 - \$2,991</p> | Formative | | |
| | Nov | Feb | May |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.</p> <p>Strategy's Expected Result/Impact: Lessons on safety taught in the classrooms, safety information shared with families, information on drills shared with families, safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: The campus will conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: The campus will implement Sanford Harmony and Second Step social and emotional lessons, Conscious Discipline strategies, and continue with PBIS, Quantum Learning, 8 Keys of Excellence, No Excuses University College Bound, and GAME ON to support the safety of the staff and students.</p> <p>Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance.</p> <p>Staff Responsible for Monitoring: Front desk, Safety Team, Counselor, Assistant Principals, and Principal</p> <p>Funding Sources: No Excuses University - Title I - \$1,150, Game On supplies - \$500</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: The campus will provide informational articles to the parents through email about the importance of attendance, incorporate lessons into PBIS lessons for the students about the importance of attendance and provide incentives for celebrations for classes and students that achieve perfect attendance.</p> <p>Strategy's Expected Result/Impact: Student attendance will meet or exceed 97%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal, Counselors</p> <p>Funding Sources: Incentives - Title I - \$6,000</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 1%.

Evaluation Data Sources: Discipline reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: Restorative Discipline: Teachers will present PBIS Lesson on Mondays, teach and participate in Sanford Harmony lessons, daily as well as hold class meetings each Friday to teach and reinforce campus expectations, team build, and work through problems as a class.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 1%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: In-School Suspensions: Reduce In School Suspensions of SPED African Americans by 5% by continuing to actively teach and reinforce our PBIS matrix.</p> <p>Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Out of School Suspensions: Keep Out of School Suspensions at 0% by continuing to actively teach and reinforce our PBIS matrix.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Special Opportunity School (SOS) Placements: Principal and Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and Assistant Principals will work to reteach appropriate school behaviors and keep students in class and on our campus.</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, APs, and Teachers</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |

| Strategy 5 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 5: Violence Prevention: We will continue to implement Sanford Harmony lessons and activities to keep violent incidents on our campus at 0%.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

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

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

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

| 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: The campus will share the campus data for each six weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing one or zero days for each nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary, Assistant Principals</p> <p>Funding Sources: Incentives - \$500</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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

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

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: High-Quality Professional Development: Region IV STAAR training on Domain 1-Student Achievement</p> <p>Strategy's Expected Result/Impact: Information for principal to share with teachers to improve student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Region IV Training - Title I - \$125</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: High-Quality Professional Development: On-campus professional development by Becky Koesel for Kindergarten, 1st, 2nd, and 3rd and grade teachers that will be focused on specific teacher or grade level needs. Teachers will come away with strategies, ideas, examples, and detailed plans to implement in the classroom.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Growth on checkpoints and district and state assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p> <p>Funding Sources: Elizabeth Martin Training - Title I - \$8,000</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: High-Quality Professional Development: STAAR training that focuses on the new Math test format. Instructional Specialists will learn new techniques and ideas to share with teachers to maximize student achievement.</p> <p>Strategy's Expected Result/Impact: 90% of students will score Approaches or higher on the Math STAAR assessment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Funding Sources: Lead Forward STAAR Forward Training - Title I - \$150</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |

| Strategy 4 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 4: High-Quality Professional Development: STAAR training that focuses on the new ELA test format. Teachers will learn new techniques and ideas to implement in the classroom.</p> <p>Strategy's Expected Result/Impact: 90% of students will score Approaches or higher on the ELA STAAR assessment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Funding Sources: Gretchen Bernabei Training - Title I - \$960</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 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 1%.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: Parent and Family Engagement:</p> <p>Communication will be sent out through email for all students.</p> <p>Our Monthly SPLASH Smore newsletter will be published to provide parents with important information.</p> <p>Additional materials will be provided to help with the school and home connection such as Thursday take-home folders and planners. Other materials to support the transition from home to Pre K and Kindergarten will also be purchased.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%.</p> <p>Staff Responsible for Monitoring: Teachers, APs, Principal</p> <p>Funding Sources: SMORE - Title I - \$147, Materials - Title I - \$2,900, Paper - \$2,000</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): School SPLASH newsletter, School Messenger email, sent home to students on campus and dropped off at the Chimney Hill recreation center and at our two apartment complexes, Copper Springs and Estancia San Miguel.</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: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. (Virtual Meet the Teacher, Open House, Title I Parent Meeting, Science Night, Pictures With Santa, Choir Programs)</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, Assistant Principals, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: Extra Duty - Title I - \$1,080, Instructional Supplies - Title I - \$3,020</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

State Compensatory

Budget for Hairgrove Elementary School

Total SCE Funds: \$225,000.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Class size reduction teachers will allow students to get more one-on-one and small group instruction.

Personnel for Hairgrove Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------|--------------------------|------------|
| 1 position | Instructional Specialist | 1 |
| 1 position | Testing Coordinator | 1 |
| 1 position | Core Content Area Coach | 1 |
| 1 position | Behavior Interventionist | 1 |
| 3 positions | Teacher | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|-------------------------|------------------|------------|
| Staff | Reading Interventionist | Tutoring/Push In | 1 |
| Staff | Paraprofessional | Classroom Aide | 1 |
| Staff | Paraprofessional | Classroom Aide | 1 |
| Staff | Paraprofessional | Classroom Aide | 1 |

Campus Funding Summary

| ESSER III | | | | | |
|------------------|-----------|----------|-------------------------------------|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Instructional Materials | | \$4,620.00 |
| 1 | 2 | 1 | Before and After School Tutorials | | \$20,380.00 |
| 1 | 2 | 2 | Interventionist | | \$75,000.00 |
| Sub-Total | | | | | \$100,000.00 |
| Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Starfall | | \$270.00 |
| 1 | 1 | 2 | IXL | | \$5,175.00 |
| 1 | 1 | 4 | Reflex Math | | \$2,695.00 |
| 1 | 1 | 7 | GT Supplies | | \$200.00 |
| 1 | 1 | 7 | Reflex Math | | \$2,695.00 |
| 1 | 1 | 7 | Science Night Supplies | | \$800.00 |
| 1 | 1 | 7 | Flocabulary | | \$2,600.00 |
| 1 | 1 | 8 | Instructional Supplies | | \$71,611.00 |
| 1 | 1 | 8 | Interventionists | | \$148,000.00 |
| 1 | 1 | 8 | Extra Duty Pay | | \$7,400.00 |
| 1 | 1 | 8 | Substitutes | | \$23,650.00 |
| 2 | 1 | 3 | No Excuses University | | \$1,150.00 |
| 2 | 2 | 1 | Incentives | | \$6,000.00 |
| 3 | 2 | 1 | Region IV Training | | \$125.00 |
| 3 | 2 | 2 | Elizabeth Martin Training | | \$8,000.00 |
| 3 | 2 | 3 | Lead Forward STAAR Forward Training | | \$150.00 |
| 3 | 2 | 4 | Gretchen Bernabei Training | | \$960.00 |
| 4 | 1 | 1 | SMORE | | \$147.00 |
| 4 | 1 | 1 | Materials | | \$2,900.00 |
| 4 | 1 | 3 | Extra Duty | | \$1,080.00 |
| 4 | 1 | 3 | Instructional Supplies | | \$3,020.00 |

| Title I | | | | | |
|---|-----------|----------|-------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$288,628.00 |
| Special Allotment: Compensatory Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Supplies and Extra Duty | | \$2,991.00 |
| Sub-Total | | | | | \$2,991.00 |

Addendums

Hairgrove

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 | | 52% | | | | | | | 51% | | 51% | 49% | |
| 2022 | NA | 54% | NA | NA | NA | NA | NA | NA | 53% | NA | 53% | 51% | NA |
| 2023 | NA | 56% | NA | NA | NA | NA | NA | NA | 55% | NA | 55% | 53% | NA |
| 2024 | NA | 59% | NA | NA | NA | NA | NA | NA | 58% | NA | 58% | 56% | NA |
| 2025 | NA | 62% | NA | NA | NA | NA | NA | NA | 61% | NA | 61% | 59% | NA |

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to 64% by June 2025.

Yearly Target Goals

| 2021 | 2022 | 2023 | 2024 | 2025 |
|------|------|------|------|------|
| 54% | 56% | 58% | 61% | 64% |

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 | | 53% | | | | | | | 54% | | 53% | 53% | |
| 2022 | NA | 55% | NA | NA | NA | NA | NA | NA | 56% | NA | 55% | 55% | NA |
| 2023 | NA | 57% | NA | NA | NA | NA | NA | NA | 58% | NA | 57% | 57% | NA |
| 2024 | NA | 60% | NA | NA | NA | NA | NA | NA | 61% | NA | 60% | 60% | NA |
| 2025 | NA | 63% | NA | NA | NA | NA | NA | NA | 64% | NA | 63% | 63% | NA |

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.

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 | Hairgrove | All | 84 | 74 | 88% | 90% | 2% | 116 | 110 | 95% |
| Reading | 3 | Hairgrove | Hispanic | 66 | 58 | 88% | 89% | 1% | 94 | 88 | 94% |
| Reading | 3 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 3 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Reading | 3 | Hairgrove | African Am. | 9 | 7 | 78% | 79% | 1% | 9 | 9 | 100% |
| Reading | 3 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 3 | Hairgrove | White | * | * | * | * | * | 7 | 7 | 100% |
| Reading | 3 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Reading | 3 | Hairgrove | Eco. Dis. | 67 | 57 | 85% | 86% | 1% | 100 | 96 | 96% |
| Reading | 3 | Hairgrove | LEP Current | 43 | 37 | 86% | 87% | 1% | 53 | 48 | 91% |
| Reading | 3 | Hairgrove | At-Risk | 69 | 60 | 87% | 88% | 1% | 93 | 87 | 94% |
| Reading | 3 | Hairgrove | SPED | 5 | 3 | 60% | 61% | 1% | 19 | 15 | 79% |
| Reading | 4 | Hairgrove | All | 93 | 81 | 87% | 88% | 1% | 85 | 74 | 87% |
| Reading | 4 | Hairgrove | Hispanic | 78 | 67 | 86% | 87% | 1% | 69 | 59 | 86% |
| Reading | 4 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | African Am. | * | * | * | * | * | 8 | 7 | 88% |
| Reading | 4 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | White | 7 | 7 | 100% | 100% | 0% | * | * | * |
| Reading | 4 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | Eco. Dis. | 84 | 72 | 86% | 87% | 1% | 71 | 61 | 86% |
| Reading | 4 | Hairgrove | LEP Current | 38 | 31 | 82% | 83% | 1% | 43 | 34 | 79% |
| Reading | 4 | Hairgrove | At-Risk | 70 | 61 | 87% | 88% | 1% | 66 | 55 | 83% |
| Reading | 4 | Hairgrove | SPED | 7 | 3 | 43% | 45% | 2% | 10 | 4 | 40% |
| Reading | 5 | Hairgrove | All | 117 | 96 | 82% | 85% | 3% | 101 | 95 | 94% |
| Reading | 5 | Hairgrove | Hispanic | 99 | 83 | 84% | 85% | 1% | 82 | 77 | 94% |
| Reading | 5 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | African Am. | 8 | 6 | 75% | 80% | 5% | 7 | 6 | 86% |
| Reading | 5 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | White | * | * | * | * | * | 9 | 9 | 100% |
| Reading | 5 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | Eco. Dis. | 101 | 82 | 81% | 85% | 4% | 90 | 84 | 93% |
| Reading | 5 | Hairgrove | LEP Current | 43 | 30 | 70% | 72% | 2% | 40 | 37 | 93% |
| Reading | 5 | Hairgrove | At-Risk | 99 | 79 | 80% | 82% | 2% | 86 | 80 | 93% |
| Reading | 5 | Hairgrove | SPED | 11 | 5 | 45% | 50% | 5% | 11 | 6 | 55% |

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 | Hairgrove | All | 84 | 68 | 81% | 85% | 4% | 116 | 103 | 89% |
| Math | 3 | Hairgrove | Hispanic | 66 | 53 | 80% | 83% | 3% | 94 | 83 | 88% |
| Math | 3 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 3 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Math | 3 | Hairgrove | African Am. | 9 | 7 | 78% | 80% | 2% | 9 | 9 | 100% |
| Math | 3 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 3 | Hairgrove | White | * | * | * | * | * | 7 | 6 | 86% |
| Math | 3 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Math | 3 | Hairgrove | Eco. Dis. | 67 | 53 | 79% | 82% | 3% | 100 | 89 | 89% |
| Math | 3 | Hairgrove | LEP Current | 43 | 35 | 81% | 82% | 1% | 53 | 48 | 91% |
| Math | 3 | Hairgrove | At-Risk | 69 | 53 | 77% | 78% | 1% | 93 | 81 | 87% |
| Math | 3 | Hairgrove | SPED | 5 | 3 | 60% | 61% | 1% | 19 | 13 | 68% |
| Math | 4 | Hairgrove | All | 93 | 67 | 72% | 80% | 8% | 86 | 73 | 85% |
| Math | 4 | Hairgrove | Hispanic | 78 | 54 | 69% | 80% | 11% | 70 | 60 | 86% |
| Math | 4 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | African Am. | * | * | * | * | * | 8 | 6 | 75% |
| Math | 4 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | White | 7 | 6 | 86% | 88% | 2% | * | * | * |
| Math | 4 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | Eco. Dis. | 84 | 58 | 69% | 75% | 6% | 72 | 61 | 85% |
| Math | 4 | Hairgrove | LEP Current | 38 | 20 | 53% | 60% | 7% | 43 | 36 | 84% |
| Math | 4 | Hairgrove | At-Risk | 70 | 46 | 66% | 70% | 4% | 67 | 56 | 84% |
| Math | 4 | Hairgrove | SPED | 7 | 2 | 29% | 50% | 21% | 10 | 3 | 30% |
| Math | 5 | Hairgrove | All | 117 | 100 | 85% | 88% | 3% | 101 | 92 | 91% |
| Math | 5 | Hairgrove | Hispanic | 99 | 84 | 85% | 86% | 1% | 82 | 75 | 91% |
| Math | 5 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | African Am. | 8 | 6 | 75% | 76% | 1% | 7 | 6 | 86% |
| Math | 5 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | White | * | * | * | * | * | 9 | 8 | 89% |
| Math | 5 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | Eco. Dis. | 101 | 85 | 84% | 85% | 1% | 90 | 81 | 90% |
| Math | 5 | Hairgrove | LEP Current | 43 | 34 | 79% | 80% | 1% | 40 | 35 | 88% |
| Math | 5 | Hairgrove | At-Risk | 99 | 84 | 85% | 86% | 1% | 86 | 77 | 90% |
| Math | 5 | Hairgrove | SPED | 11 | 7 | 64% | 65% | 1% | 11 | 8 | 73% |

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 | Hairgrove | All | 117 | 94 | 80% | 85% | 5% | 101 | 87 | 86% |
| Science | 5 | Hairgrove | Hispanic | 99 | 79 | 80% | 85% | 5% | 82 | 70 | 85% |
| Science | 5 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | African Am. | 8 | 6 | 75% | 80% | 5% | 7 | 7 | 100% |
| Science | 5 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | White | * | * | * | * | * | 9 | 7 | 78% |
| Science | 5 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | Eco. Dis. | 101 | 79 | 78% | 82% | 4% | 90 | 78 | 87% |
| Science | 5 | Hairgrove | LEP Current | 43 | 29 | 67% | 73% | 6% | 40 | 30 | 75% |
| Science | 5 | Hairgrove | At-Risk | 99 | 78 | 79% | 81% | 2% | 86 | 73 | 85% |
| Science | 5 | Hairgrove | SPED | 11 | 5 | 45% | 50% | 5% | 11 | 5 | 45% |

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 | 4 | Hairgrove | All | 93 | 41 | 44% | 50% | 6% | 85 | 51 | 60% |
| Reading | 4 | Hairgrove | Hispanic | 78 | 36 | 46% | 50% | 4% | 69 | 38 | 55% |
| Reading | 4 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | African Am. | * | * | * | * | * | 8 | 6 | 75% |
| Reading | 4 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | White | 7 | 2 | 29% | 35% | 6% | * | * | * |
| Reading | 4 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | Eco. Dis. | 84 | 36 | 43% | 50% | 7% | 71 | 41 | 58% |
| Reading | 4 | Hairgrove | LEP Current | 38 | 6 | 16% | 25% | 9% | 43 | 22 | 51% |
| Reading | 4 | Hairgrove | At-Risk | 70 | 29 | 41% | 50% | 9% | 66 | 36 | 55% |
| Reading | 4 | Hairgrove | SPED | 7 | 0 | 0% | 25% | 25% | 10 | 2 | 20% |
| Reading | 5 | Hairgrove | All | 117 | 66 | 56% | 60% | 4% | 101 | 75 | 74% |
| Reading | 5 | Hairgrove | Hispanic | 99 | 56 | 57% | 60% | 3% | 82 | 60 | 73% |
| Reading | 5 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | African Am. | 8 | 5 | 63% | 65% | 2% | 7 | 6 | 86% |
| Reading | 5 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | White | * | * | * | * | * | 9 | 6 | 67% |
| Reading | 5 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | Eco. Dis. | 101 | 55 | 54% | 60% | 6% | 90 | 66 | 73% |
| Reading | 5 | Hairgrove | LEP Current | 43 | 10 | 23% | 30% | 7% | 40 | 24 | 60% |
| Reading | 5 | Hairgrove | At-Risk | 99 | 50 | 51% | 55% | 4% | 86 | 60 | 70% |
| Reading | 5 | Hairgrove | SPED | 11 | 1 | 9% | 25% | 16% | 11 | 3 | 27% |
| Math | 4 | Hairgrove | All | 93 | 38 | 41% | 55% | 14% | 86 | 48 | 56% |
| Math | 4 | Hairgrove | Hispanic | 78 | 30 | 38% | 50% | 12% | 70 | 38 | 54% |
| Math | 4 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | African Am. | * | * | * | * | * | 8 | 4 | 50% |
| Math | 4 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | White | 7 | 3 | 43% | 50% | 7% | * | * | * |
| Math | 4 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | Eco. Dis. | 84 | 32 | 38% | 50% | 12% | 72 | 37 | 51% |
| Math | 4 | Hairgrove | LEP Current | 38 | 10 | 26% | 30% | 4% | 43 | 17 | 40% |
| Math | 4 | Hairgrove | At-Risk | 70 | 25 | 36% | 40% | 4% | 67 | 32 | 48% |
| Math | 4 | Hairgrove | SPED | 7 | 1 | 14% | 25% | 11% | 10 | 1 | 10% |

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 | 5 | Hairgrove | All | 117 | 76 | 65% | 68% | 3% | 101 | 63 | 62% |
| Math | 5 | Hairgrove | Hispanic | 99 | 63 | 64% | 67% | 3% | 82 | 49 | 60% |
| Math | 5 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | African Am. | 8 | 6 | 75% | 78% | 3% | 7 | 5 | 71% |
| Math | 5 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | White | * | * | * | * | * | 9 | 6 | 67% |
| Math | 5 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | Eco. Dis. | 101 | 63 | 62% | 65% | 3% | 90 | 56 | 62% |
| Math | 5 | Hairgrove | LEP Current | 43 | 26 | 60% | 63% | 3% | 40 | 18 | 45% |
| Math | 5 | Hairgrove | At-Risk | 99 | 64 | 65% | 68% | 3% | 86 | 49 | 57% |
| Math | 5 | Hairgrove | SPED | 11 | 5 | 45% | 48% | 3% | 11 | 3 | 27% |
| Science | 5 | Hairgrove | All | 117 | 49 | 42% | 55% | 13% | 101 | 62 | 61% |
| Science | 5 | Hairgrove | Hispanic | 99 | 41 | 41% | 50% | 9% | 82 | 48 | 59% |
| Science | 5 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | African Am. | 8 | 2 | 25% | 30% | 5% | 7 | 5 | 71% |
| Science | 5 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | White | * | * | * | * | * | 9 | 6 | 67% |
| Science | 5 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | Eco. Dis. | 101 | 40 | 40% | 45% | 5% | 90 | 55 | 61% |
| Science | 5 | Hairgrove | LEP Current | 43 | 12 | 28% | 35% | 7% | 40 | 19 | 48% |
| Science | 5 | Hairgrove | At-Risk | 99 | 38 | 38% | 40% | 2% | 86 | 49 | 57% |
| Science | 5 | Hairgrove | SPED | 11 | 1 | 9% | 20% | 11% | 11 | 2 | 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 | |
|---------|-------|-----------|---------------|-------------|--------------|-----|--|-----------------|-------------|--------------|-----|
| | | | | | # | % | | | | # | % |
| Reading | 3 | Hairgrove | All | 84 | 14 | 17% | 20% | 3% | 116 | 47 | 41% |
| Reading | 3 | Hairgrove | Hispanic | 66 | 8 | 12% | 20% | 8% | 94 | 36 | 38% |
| Reading | 3 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 3 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Reading | 3 | Hairgrove | African Am. | 9 | 3 | 33% | 35% | 2% | 9 | 6 | 67% |
| Reading | 3 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 3 | Hairgrove | White | * | * | * | * | * | 7 | 3 | 43% |
| Reading | 3 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Reading | 3 | Hairgrove | Eco. Dis. | 67 | 7 | 10% | 15% | 5% | 100 | 38 | 38% |
| Reading | 3 | Hairgrove | LEP Current | 43 | 1 | 2% | 5% | 3% | 53 | 18 | 34% |
| Reading | 3 | Hairgrove | At-Risk | 69 | 7 | 10% | 15% | 5% | 93 | 32 | 34% |
| Reading | 3 | Hairgrove | SPED | 5 | 0 | 0% | 5% | 5% | 19 | 4 | 21% |
| Reading | 4 | Hairgrove | All | 93 | 19 | 20% | 25% | 5% | 85 | 25 | 29% |
| Reading | 4 | Hairgrove | Hispanic | 78 | 16 | 21% | 25% | 4% | 69 | 18 | 26% |
| Reading | 4 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | African Am. | * | * | * | * | * | 8 | 4 | 50% |
| Reading | 4 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | White | 7 | 1 | 14% | 16% | 2% | * | * | * |
| Reading | 4 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Reading | 4 | Hairgrove | Eco. Dis. | 84 | 16 | 19% | 20% | 1% | 71 | 18 | 25% |
| Reading | 4 | Hairgrove | LEP Current | 38 | 1 | 3% | 5% | 2% | 43 | 7 | 16% |
| Reading | 4 | Hairgrove | At-Risk | 70 | 11 | 16% | 20% | 4% | 66 | 13 | 20% |
| Reading | 4 | Hairgrove | SPED | 7 | 0 | 0% | 5% | 5% | 10 | 0 | 0% |
| Reading | 5 | Hairgrove | All | 117 | 48 | 41% | 42% | 1% | 101 | 50 | 50% |
| Reading | 5 | Hairgrove | Hispanic | 99 | 40 | 40% | 41% | 1% | 82 | 41 | 50% |
| Reading | 5 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | African Am. | 8 | 4 | 50% | 51% | 1% | 7 | 4 | 57% |
| Reading | 5 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | White | * | * | * | * | * | 9 | 4 | 44% |
| Reading | 5 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Reading | 5 | Hairgrove | Eco. Dis. | 101 | 39 | 39% | 40% | 1% | 90 | 45 | 50% |
| Reading | 5 | Hairgrove | LEP Current | 43 | 3 | 7% | 8% | 1% | 40 | 11 | 28% |
| Reading | 5 | Hairgrove | At-Risk | 99 | 35 | 35% | 36% | 1% | 86 | 39 | 45% |
| Reading | 5 | Hairgrove | SPED | 11 | 1 | 9% | 9% | 0% | 11 | 3 | 27% |

Cypress-Fairbanks Independent School District
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2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
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| Content | Grade | Campus | Student Group | Tested 2021 | 2021 Masters | | 2022 Masters Incremental Growth Target | % Growth Needed | Tested 2022 | 2022 Masters | |
|---------|-------|-----------|---------------|-------------|--------------|-----|--|-----------------|-------------|--------------|-----|
| | | | | | # | % | | | | # | % |
| Math | 3 | Hairgrove | All | 84 | 12 | 14% | 20% | 6% | 116 | 29 | 25% |
| Math | 3 | Hairgrove | Hispanic | 66 | 8 | 12% | 15% | 3% | 94 | 22 | 23% |
| Math | 3 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 3 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Math | 3 | Hairgrove | African Am. | 9 | 2 | 22% | 25% | 3% | 9 | 3 | 33% |
| Math | 3 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 3 | Hairgrove | White | * | * | * | * | * | 7 | 3 | 43% |
| Math | 3 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Math | 3 | Hairgrove | Eco. Dis. | 67 | 6 | 9% | 12% | 3% | 100 | 22 | 22% |
| Math | 3 | Hairgrove | LEP Current | 43 | 5 | 12% | 15% | 3% | 53 | 7 | 13% |
| Math | 3 | Hairgrove | At-Risk | 69 | 9 | 13% | 15% | 2% | 93 | 18 | 19% |
| Math | 3 | Hairgrove | SPED | 5 | 0 | 0% | 5% | 5% | 19 | 3 | 16% |
| Math | 4 | Hairgrove | All | 93 | 21 | 23% | 25% | 2% | 86 | 25 | 29% |
| Math | 4 | Hairgrove | Hispanic | 78 | 16 | 21% | 23% | 2% | 70 | 18 | 26% |
| Math | 4 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | African Am. | * | * | * | * | * | 8 | 4 | 50% |
| Math | 4 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | White | 7 | 3 | 43% | 45% | 2% | * | * | * |
| Math | 4 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Math | 4 | Hairgrove | Eco. Dis. | 84 | 18 | 21% | 23% | 2% | 72 | 17 | 24% |
| Math | 4 | Hairgrove | LEP Current | 38 | 3 | 8% | 10% | 2% | 43 | 5 | 12% |
| Math | 4 | Hairgrove | At-Risk | 70 | 11 | 16% | 18% | 2% | 67 | 15 | 22% |
| Math | 4 | Hairgrove | SPED | 7 | 0 | 0% | 5% | 5% | 10 | 0 | 0% |
| Math | 5 | Hairgrove | All | 117 | 42 | 36% | 37% | 1% | 101 | 37 | 37% |
| Math | 5 | Hairgrove | Hispanic | 99 | 37 | 37% | 38% | 1% | 82 | 26 | 32% |
| Math | 5 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | African Am. | 8 | 3 | 38% | 39% | 1% | 7 | 4 | 57% |
| Math | 5 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | White | * | * | * | * | * | 9 | 4 | 44% |
| Math | 5 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Math | 5 | Hairgrove | Eco. Dis. | 101 | 36 | 36% | 37% | 1% | 90 | 30 | 33% |
| Math | 5 | Hairgrove | LEP Current | 43 | 11 | 26% | 27% | 1% | 40 | 8 | 20% |
| Math | 5 | Hairgrove | At-Risk | 99 | 34 | 34% | 35% | 1% | 86 | 25 | 29% |
| Math | 5 | Hairgrove | SPED | 11 | 1 | 9% | 10% | 1% | 11 | 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 | Hairgrove | All | 117 | 16 | 14% | 20% | 6% | 101 | 23 | 23% |
| Science | 5 | Hairgrove | Hispanic | 99 | 13 | 13% | 15% | 2% | 82 | 18 | 22% |
| Science | 5 | Hairgrove | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | Asian | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | African Am. | 8 | 0 | 0% | 5% | 5% | 7 | 1 | 14% |
| Science | 5 | Hairgrove | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | White | * | * | * | * | * | 9 | 3 | 33% |
| Science | 5 | Hairgrove | Two or More | * | * | * | * | * | * | * | * |
| Science | 5 | Hairgrove | Eco. Dis. | 101 | 13 | 13% | 15% | 2% | 90 | 20 | 22% |
| Science | 5 | Hairgrove | LEP Current | 43 | 1 | 2% | 5% | 3% | 40 | 7 | 18% |
| Science | 5 | Hairgrove | At-Risk | 99 | 12 | 12% | 15% | 3% | 86 | 15 | 17% |
| Science | 5 | Hairgrove | SPED | 11 | 0 | 0% | 5% | 5% | 11 | 1 | 9% |