

Cypress-Fairbanks Independent School District

Kirk Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

At Kirk Elementary, we work collaboratively to develop an inviting, supportive learning environment in which all members feel valued. We will engage learners in a rigorous and relevant curriculum that empowers students to participate in rich academic discussions that lead to future successes.

Vision

At Kirk Elementary, we believe in developing lifelong learners who will become the compassionate leaders of tomorrow.

Core Beliefs

Kirk Elementary Cornerstones - What We Believe

We will provide a safe learning environment for all.

We will foster strong relationships with each other, our students, and the community.

We will build and empower leaders among staff and students.

We will provide opportunities for collaboration between students, staff, parents, and the community.

All decisions will focus on supporting the development of the student.

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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 teacher teams met and reviewed the data to determine the root cause for the problems within our control found by the teams in the data. Then our CPOC Committee met to review the data, review the teacher team determined root cause and problems and discuss the four goals. The goals were shared and the committee discussed the data and strategies to address our areas of need. The information was shared with the group and decisions were made regarding the best ways to support our students.

In summary, the comprehensive needs assessment denotes the following: Upon reviewing the data from our campus, it was noted that our major areas of concern need to include:

- The performance of African American students on reading and math assessments.
- Economically disadvantaged students continue to struggle on reading and math assessments.
- LEP students continue to perform at a level lower than their peers on reading and math assessments.

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 Carverdale Community Center.

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 Additional Targeted Support 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

3rd grade maintained their STAAR reading scores at the masters level at 17% and increased the approaches percentage by 1% when looking at the 2018 - 2019 data compared to the 2020 - 2021 data.

4th grade increased the percentage of students reaching masters level on STAAR reading by 3% when looking at the 2018 - 2019 data compared to the 2020 - 2021 data.

4th grade increased the percentage of students in the Asian and SPED populations that reached the approaches level as well as the percentage of students in the White and SPED populations that reached the meets level in 2020 - 2021 compared to the 2018 - 2019 STAAR math data.

5th grade increased the number of students in the Asian population that reached the approaches level and the percentage of students in the SPED population that reached the meets level in 2020 - 2021 compared to the 2018 - 2019 STAAR math data.

5th grade increased the percentage of students in the Asian, White, and SPED populations that reached the approaches level as well as the percentage of SPED students that reached the meets level in 2020 - 2021 compared to the 2018 - 2019 STAAR science data.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Small groups are being implemented inconsistently limiting the amount of differentiated instruction based on student needs; therefore, students are not showing significant growth in their reading skills from year to year. **Root Cause:** Reading: As a campus, we are missing skills to plan for and implement consistent smalls groups based on current skill data to facilitate student growth.

Problem Statement 2: Writing: All learners are not being treated as language learners to build their knowledge of key vocabulary and sentence structure. **Root Cause:** Writing: The writing process is not being scaffolded for all students to understand across contents and individual conferring is not routinely occurring in the classroom.

Problem Statement 3: Math: Students are not receiving enough support to build their vocabulary and schema in math allowing them to effectively solve word problems. **Root Cause:** Math: Staff are lacking in the skills and knowledge needed to provide stronger support to build vocabulary and schema in math.

Problem Statement 4: Science: Students are struggling with vocabulary and have low reading proficiency skills which leads to challenges in their ability to comprehend science materials. **Root Cause:** Science: Staff are lacking in the skills and knowledge needed to pre-teaching vocabulary and build base level schema for students.

Problem Statement 5: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The need to deepen understanding and address specific academic needs of our economically disadvantaged student groups.

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: Additional Targeted Support Reading (data based on 2018-19 identification): Students in our Asian population are not meeting the state reading standard. **Root Cause:** Additional Targeted Support Reading: These students do not have the vocabulary connections and do not feel they can relate to their reading.

Problem Statement 8: Additional Targeted Support Math (data based on 2018-19 identification): Students in our Asian population are not meeting the state math standard. **Root Cause:** Additional Targeted Support Math: These students lack the vocabulary connections and reading comprehension to analyze complex math problems.

School Culture and Climate

School Culture and Climate Strengths

- Students and staff are taking ownership and leadership within the learning community as we make the shift to be a Leader in Me campus.
- Staff members support the campus-wide PBIS approach and everyone speaks a "common language."
- According to the 2020 - 2021 Employee Perception Survey:
 - 96% of the staff believe that procedures have been implemented to keep them safe at work
 - 99% of staff believe that quality work is expected of them
 - 96% of staff believe that collaboration is encouraged and practiced
 - 98% of staff expressed that they are clear about their job responsibilities
 - 96% of staff believe quality work is expected of students
- All crisis drills completed as required and staff is aware of all crisis procedures.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Some staff do not feel there are many opportunities to provide input on campus procedures or opportunities to discuss concerns.

Root Cause: School Culture and Climate: Due to COVID-19 and the lack of in person meetings, some staff may feel disconnected and be unaware of the ways to provide input on campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- According to the 2020 - 2021 Employee Perception Survey, 95% of the staff feel recognized for the work that they do and 96% agreed that collaboration is encouraged and practiced. Staff members are recognized weekly and monthly by both the leadership team and each other.
- According to the 2020 - 2021 Employee Perception Survey, 98% of the staff are clear about their job responsibilities and 97% feel that the work they are asked to do relates to their job responsibilities.
- All staff participate in a PBIS sub-committee and on an Events committee which plans the events for the month. Half of the staff are on the fall PBIS committees and the other half are on the fall events committees which swap for the spring.
- The majority of the staff participated in the school-wide mentoring (H.E.R.O.E.S.) program to meet the needs of our socially and emotionally fragile students. These staff members built relationships with our students that extend beyond their academic needs, this will translate to students taking ownership of their academic lives.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The absent rate for the campus is 7.32% and our goal is 3%. **Root Cause:** Teacher/Paraprofessional Attendance: Personal events occur during the school year, and the campus needs to check in with each staff member regarding their absences each semester.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Parents appreciate the various instructional events that the school offers and values attending the annual Open House and Parent-Teacher conferences.
- A variety of methods are used to ensure consistent communication with parents - weekly call outs, grade-level Remind messages, campus-wide and grade-level monthly newsletters, Facebook, Instagram, and Twitter.
- All communication is done in English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: School events have varied rates of attendance and participation. **Root Cause:** Parent and Community Engagement: Parents need multiple forms of communication to advertise and inform them of the varied opportunities available for them to partner with the school for their students' 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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

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 May 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 consistently take daily data on the targeted skill and design small groups based on that data to increase students' reading proficiency. This will be accomplished by providing professional development for teachers on effective practices for small group instruction and differentiation as well as focused planning for daily data collection to inform small group instruction.</p> <p>Strategy's Expected Result/Impact: After participating in a targeted training with DSD Professional Development, teachers will be able to design small groups to assist in students meeting or exceeding instructional targets.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Teachers, and Reading Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Writing: Teachers will develop lessons that assume all students are language learners to build knowledge of key vocabulary and sentence structure and use individual conferring in order to increase students' writing proficiency. This will be done by providing training for all staff on how students acquire language and effectively setting up writing small groups to allow for conferring routinely.</p> <p>Strategy's Expected Result/Impact: After receiving district training on conferring and working with emergent bilinguals, teachers will design small group instruction that assists students in meeting or exceeding instructional targets.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Writing: Daily revising and editing opportunities for students along with modeling of revising/editing. In addition, regular conferences with students for editing/revising will occur.</p> <p>Strategy's Expected Result/Impact: By providing daily opportunities and modeling for students along with conferences, students will meet or exceed instructional targets.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Math: Teachers will lay a strong academic foundation by focusing on building student vocabulary and schema in math to improve student problem solving abilities.</p> <p>Strategy's Expected Result/Impact: Teachers will focus on building vocabulary and schema to help students meet or exceed instructional targets.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, and Teachers</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Science: Teachers will lay a strong academic foundation by focusing on building student academic vocabulary and provide a variety of opportunities for students to read in science to increase science proficiency. Teachers will participate in professional development on language acquisition and the use of interactive word walls to allow them to develop lessons to build student knowledge of key vocabulary and apply effective reading strategies with science reading passages.</p> <p>Strategy's Expected Result/Impact: By participating in training with The Science Toolkit, teachers will be able to develop lessons and word walls to help students develop academic language and vocabulary to assist in meeting or exceeding instructional targets.</p> <p>Students will participate in hands on learning activities in our campus garden to assist in meeting or exceeding instructional targets.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, and Teachers</p> <p>Funding Sources: Ready Grow Garden - Title I - \$6,950</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| <p>Strategy 6: Providing a 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 have the opportunity to engage in areas of interest that tie to the TEKS during genius hour enrichment activities, the ability to participate in destination imagination, students in the gifted and talented program have the opportunity to participate in DaVinci Day, participate in spring choir, and the opportunity to explore leadership jobs within the classroom and campus (Principal Leadership Committee, Ambassadors, Flag Corp).</p> <p>Strategy's Expected Result/Impact: Students will demonstrate an increase in ownership and leadership within the school building. Discipline referrals will decrease and students will be able to regular their own behaviors.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselor, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| <p>Strategy 7: Opportunities for All Children to Meet State Standards: Deepen understanding of and address specific academic needs of all, African American, Hispanic, economically disadvantaged, Asian, EL, continuously enrolled, and non-continuously enrolled student groups in an effort to provide opportunities for all children.</p> <p>Strategy's Expected Result/Impact: As a Title I campus, Kirk will implement the following measures.</p> <ol style="list-style-type: none"> 1. Additional staff--2 paraprofessionals and 3 teachers--will be hired to support small groups and reduce class sizes to assist in meeting or exceeding instructional targets. 2. Substitutes and necessary fees for staff to attend professional development such as Region 4 Dyslexia Training, Marcia Kish coaching sessions, the Rehab Seminar Special Education Conference, Bright Morning Coaching Professional Development, Franklin Covey 7 Habits Training, the TCEA Conference, Each One Teach One, and other staff development opportunities that may arise to increase content knowledge and to increase skills in working with students to assist in meeting or exceeding instructional targets. 3a. Consumable supplies such as poster maker supplies, paper, anchor charts, project boards, folders, binders, journals, markers, sticky notes, note cards, printer ink, Velcro, stickers, medals, small prizes, books for students, hands on learning materials, etc. to support learning in math, science, and language arts as well as provide behavioral incentives to assist in meeting or exceeding instructional targets. 3b. Non-consumable instructional supplies such as games, charging stations and cords, headphones, storage bins, manipulatives, Learnfit desks, dictionaries, and literacy books for math, science, and ELA to provide additional resources and hands-on experiences to assist in meeting or exceeding instructional targets. 4. Professional development books for staff to increase knowledge of supporting student behavior, student growth, and instructional strategies to assist in meeting or exceeding instructional targets. 5. Staff members will provide extra duty instructional time through academic camps purposefully designed based on data to re-teach and enrich selected TEKS and snacks for the after school learning program to assist in meeting or exceeding instructional targets. 6. A temporary worker will be hired to support small groups for reteaching instruction to assist in meeting or exceeding instructional targets. 7. Buses to transport students to learning experiences to assist in meeting or exceeding instructional targets. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Additional staff - Title I - \$253,380, Staff development - Title I - \$31,940, Instructional supplies: consumable and nonconsumable - Title I - \$29,796, Professional development books - Title I - \$6,610, Extra duty pay and snacks for instructional camps - Title I - \$2,500, Temporary worker - Title I - \$2,000, Buses - Title I - \$4,000</p> | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| <p>Strategy 8: Meeting the needs of students who are at-risk of not graduating: SCE - Reading Interventionists The reading interventionist positions will be used to provide additional support to students struggling with their reading foundational skills. In addition, one reading interventionist will focus on supporting our bilingual students with language acquisition as well as reading skills.</p> <p>Strategy's Expected Result/Impact: The support of reading interventionists will Students will demonstrate growth in their checkpoints, district and state assessments. There will be a decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math</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 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: Fourth and fifth grade students who were not successful on the reading and math STAAR test will participate in an after school enrichment camp designed to tap into their real world skills and build a desire to learn while also helping them feel successful. Students will have a choice of one ELA and one Math/Science based enrichment activity that they will work on over 3 sessions together.</p> <p>Strategy's Expected Result/Impact: Students attending the 2021 - 2022 Enrichment Camp will have 98% attendance the month of October.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists</p> <p>Funding Sources: Supplies: Games, Composition Notebooks, Pencils, Science Experiment Materials, Colored Pencils - ESSER III - \$2,858, Extra Duty Pay - ESSER III - \$2,449</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Session 2 of Enrichment Camp: Fourth and fifth grade students who were not successful on the reading and math STAAR test will participate in an after school enrichment camp designed to tap into their real world skills and build a desire to learn while also helping them feel successful. Students will have a choice of one ELA and one Math/Science based enrichment activity that they will work on over 3 sessions together.</p> <p>Strategy's Expected Result/Impact: Students attending the 2021 - 2022 Enrichment Camp will have 98% attendance the month of October.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Fourth and fifth grade students who were not successful on the reading and math STAAR test will participate in an after school enrichment camp designed to tap into their real world skills and build a desire to learn while also helping them feel successful. Students will have a choice of one ELA and one Math/Science based enrichment activity that they will work on over 3 sessions together.</p> <p>Strategy's Expected Result/Impact: Students attending the 2021 - 2022 Enrichment Camp will have 98% attendance the month of October.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| <p>Strategy 4: Core content area interventionist: Math</p> <p>Strategy's Expected Result/Impact: By the end of the 2021 - 2022 school year, 95% of the students working with the math core content area interventionist will reach Approaches or higher on their math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Salary - ESSER III - \$73,245</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Teachers will participate in a targeted training on effective small groups based on immediate data and how to differentiate based on that data. This will be a tailored to Kirk face to face training for all staff in August.</p> <p>Strategy's Expected Result/Impact: After teachers attend using data for effective small groups and differentiation workshop, 90% of their students will achieve approaches or higher on the reading and math STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals</p> <p>Funding Sources: Staff Development: Data Site Design - ESSER III - \$5,500</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: All teachers will receive training on effective development of interactive word walls and anchor charts.</p> <p>Strategy's Expected Result/Impact: After receiving training on effective word walls and anchor charts, 90% of EL students will make progress on their TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals</p> <p>Funding Sources: Staff Development: Science Toolkit - ESSER III - \$6,000, Implementation supplies - ESSER III - \$1,448</p> | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: All staff will participate in training on the 7 habits of highly effective people to gain tools to teach students effective habits that will help them understand and manage their emotions, set and achieve goals, show empathy, establish as well as maintain positive relationships, and make responsible decisions. These lessons will be taught to all students PK - 5 during our team talk time. By learning how to effectively lead these lessons, staff will have a bigger impact on supporting students in implementing these lesson in their everyday life thus decreasing behaviors that prevent students from being able to focus on academics.</p> <p>Strategy's Expected Result/Impact: By June 2022, school wide discipline referrals will decrease by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Counselors, Behavior Interventionist, Assistant Principals</p> <p>Funding Sources: Staff Development: Franklin Covey - ESSER III - \$8,500</p> | Formative | | |
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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 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 high-quality materials for working with students in areas of need across all curriculum areas.</p> <p>Strategy's Expected Result/Impact: Provide high-quality materials and snacks for testing day as well as practice days to assist in meeting or exceeding instructional targets.</p> <p>Staff Responsible for Monitoring: Principal, Finance Secretary, Testing Coordinator</p> <p>Funding Sources: Supplies - Special Allotment: Compensatory Education - \$5,464</p> | Formative | | |
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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 4: Additional Targeted Support: By the end of the 2021 - 2022 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%).

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | Formative Reviews | | |
|--|--|--|--|
| <p>Strategy 1: Additional Targeted Support Reading: To further engage our Asian population, we will focus on the use of more diverse texts and creating vocabulary connections for these students. Specific and targeted data will be used to track students to ensure they are making growth.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance of our Asian population that is currently underperforming according to the state standard.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Teachers</p> <p>Additional Targeted Support Strategy</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Additional Targeted Support Math: To help students in our Asian population experience growth in math, we will focus on vocabulary to build reading comprehension that allows students to solve complex problems in math. Specific and targeted data will be used to track students to ensure they are making growth.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance of our Asian population that is currently underperforming according to the state standard.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Teachers</p> <p>Additional Targeted Support Strategy</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 1: Student Safety: By the end of the 2021 - 2022 school year, 100% of the district's safety policies will be implemented.

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

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Campus Safety: The campus will implement the district policies for safety and participate in all required drills as well as safety actions. The campus will implement Sanford Harmony social and emotional lessons provided by the district, Leader in Me 7 Habits lessons, and continue with PBIS 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, Behavior Interventionist, Counselor, Assistant Principals, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of EOP safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist</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 98%.

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 about the importance of attendance, incorporate lessons into PBIS lessons for the students about the importance of attendance.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal, Counselor, Attendance Secretary, PBIS Committee</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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

Performance Objective 3: Restorative Discipline: By the end of the 2021 - 2022 school year, discipline referrals will be decreased by 2%.

Evaluation Data Sources: Discipline reports

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Restorative Discipline: The campus will provide staff development utilizing strategies through PBIS, application of the Leader in Me 7 Habits, Sanford Harmony Social and Emotional learning program; along with staff development on working with children with special needs.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Out of School Suspensions: The campus will provide staff development on restorative discipline.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Special Opportunity School (SOS) Placements: The campus will provide staff development on restorative discipline and working with children with special needs.</p> <p>Strategy's Expected Result/Impact: SOS placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</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 - 2022 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 month's attendance for staff for awareness. We will recognize staff efforts and provide continual encouragement to help ease the stress that can cause absences.</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>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 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 STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2021-2022 school year, parent and family engagement will increase by 5%.

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

| Strategy 1 Details | Formative Reviews | | |
|---|--|--|--|
| <p>Strategy 1: Parent and Family Engagement: The campus will offer opportunities for the parents to feel more comfortable in the school setting through a variety of events such as: Meet The Teacher, Open House Night, and Curriculum Based Family Nights. In addition, parents will be invited to participate in developing our family engagement contract, book fair, Volunteer Appreciation Luncheon, and field days. Materials will be purchased for Family Night for families to create projects together that will allow students to use that knowledge to build schema to support reading texts/books, science skills, and math practice.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Assistant Principals, Family & Community Engagement Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Funding Sources: Family & Community Engagement - Title I - \$4,212</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>It was made available in English and Spanish on the campus website as well as in the following location(s): Carverdale Community Center</p> <p>Strategy's Expected Result/Impact: 100% of the parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal, Campus secretary, Title 1 campus coordinator, Family & Community Engagement Coordinator</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. Kirk Elementary September 28 at 5:15pm and 6:30pm September 30 at 9:00am</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>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

State Compensatory

Budget for Kirk Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Kirk Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------|-----------------------------------|------------|
| 1 position | Core Content Area Interventionist | 1 |
| 1 position | Reaching Enrichment/SGRI Teacher | 1 |
| 1 position | Behavior Interventionist | 1 |
| 1 position | Family & Community Engagement | 1 |
| 2 positions | Core Content Area Coach | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|--------------------------------|----------------------|------------|
| Staff | 3rd grade Teacher | Class-size Reduction | 1 |
| Staff | Instructional Paraprofessional | Push-In Support | 1 |
| Staff | Instructional Paraprofessional | Discipline | 1 |
| Staff | 4th-grade Teacher | Class-size Reduction | 1 |
| Staff | 5th-grade Teacher | Class-size Reduction | 1 |

Campus Funding Summary

| ESSER III | | | | | |
|---|-----------|----------|--|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Extra Duty Pay | | \$2,449.00 |
| 1 | 2 | 1 | Supplies: Games, Composition Notebooks, Pencils, Science Experiment Materials, Colored Pencils | | \$2,858.00 |
| 1 | 2 | 4 | Salary | | \$73,245.00 |
| 1 | 2 | 5 | Staff Development: Data Site Design | | \$5,500.00 |
| 1 | 2 | 6 | Staff Development: Science Toolkit | | \$6,000.00 |
| 1 | 2 | 6 | Implementation supplies | | \$1,448.00 |
| 1 | 2 | 7 | Staff Development: Franklin Covey | | \$8,500.00 |
| Sub-Total | | | | | \$100,000.00 |
| Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | Ready Grow Garden | | \$6,950.00 |
| 1 | 1 | 7 | Buses | | \$4,000.00 |
| 1 | 1 | 7 | Temporary worker | | \$2,000.00 |
| 1 | 1 | 7 | Extra duty pay and snacks for instructional camps | | \$2,500.00 |
| 1 | 1 | 7 | Additional staff | | \$253,380.00 |
| 1 | 1 | 7 | Staff development | | \$31,940.00 |
| 1 | 1 | 7 | Instructional supplies: consumable and nonconsumable | | \$29,796.00 |
| 1 | 1 | 7 | Professional development books | | \$6,610.00 |
| 4 | 1 | 1 | Family & Community Engagement | | \$4,212.00 |
| Sub-Total | | | | | \$341,388.00 |
| Special Allotment: Compensatory Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Supplies | | \$5,464.00 |
| Sub-Total | | | | | \$5,464.00 |

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 | Kirk | All | 106 | 59 | 56% | 75% | 19% | 141 | 69 | 49% |
| Math | 3 | Kirk | Hispanic | 64 | 31 | 48% | 70% | 22% | 92 | 44 | 48% |
| Math | 3 | Kirk | Am. Indian | 7 | 2 | 29% | 65% | 36% | * | * | * |
| Math | 3 | Kirk | Asian | 12 | 10 | 83% | 95% | 12% | 9 | 7 | 78% |
| Math | 3 | Kirk | African Am. | 6 | 2 | 33% | 65% | 32% | 17 | 4 | 24% |
| Math | 3 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 3 | Kirk | White | 17 | 14 | 82% | 95% | 13% | 15 | 11 | 73% |
| Math | 3 | Kirk | Two or More | * | * | * | * | * | 5 | 3 | 60% |
| Math | 3 | Kirk | Eco. Dis. | 79 | 40 | 51% | 75% | 24% | 101 | 41 | 41% |
| Math | 3 | Kirk | LEP Current | 50 | 26 | 52% | 75% | 23% | 62 | 30 | 48% |
| Math | 3 | Kirk | At-Risk | 82 | 47 | 57% | 80% | 23% | 102 | 41 | 40% |
| Math | 3 | Kirk | SPED | 10 | 3 | 30% | 60% | 30% | 20 | 4 | 20% |
| Math | 4 | Kirk | All | 116 | 51 | 44% | 70% | 26% | 113 | 60 | 53% |
| Math | 4 | Kirk | Hispanic | 82 | 35 | 43% | 70% | 27% | 65 | 31 | 48% |
| Math | 4 | Kirk | Am. Indian | * | * | * | * | * | 9 | 3 | 33% |
| Math | 4 | Kirk | Asian | 10 | 9 | 90% | 95% | 5% | 11 | 11 | 100% |
| Math | 4 | Kirk | African Am. | 16 | 1 | 6% | 60% | 54% | 11 | 2 | 18% |
| Math | 4 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 4 | Kirk | White | 7 | 5 | 71% | 85% | 14% | 17 | 13 | 76% |
| Math | 4 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Math | 4 | Kirk | Eco. Dis. | 92 | 34 | 37% | 65% | 28% | 86 | 40 | 47% |
| Math | 4 | Kirk | LEP Current | 52 | 14 | 27% | 60% | 33% | 49 | 21 | 43% |
| Math | 4 | Kirk | At-Risk | 78 | 31 | 40% | 65% | 25% | 90 | 44 | 49% |
| Math | 4 | Kirk | SPED | 12 | 4 | 33% | 65% | 32% | 14 | 3 | 21% |
| Math | 5 | Kirk | All | 116 | 55 | 47% | 70% | 23% | 108 | 79 | 73% |
| Math | 5 | Kirk | Hispanic | 78 | 32 | 41% | 65% | 24% | 77 | 56 | 73% |
| Math | 5 | Kirk | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 5 | Kirk | Asian | 6 | 5 | 83% | 95% | 12% | 9 | 8 | 89% |
| Math | 5 | Kirk | African Am. | 17 | 6 | 35% | 60% | 25% | 12 | 7 | 58% |
| Math | 5 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 5 | Kirk | White | 14 | 11 | 79% | 90% | 11% | 7 | 6 | 86% |
| Math | 5 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Math | 5 | Kirk | Eco. Dis. | 86 | 35 | 41% | 65% | 24% | 85 | 59 | 69% |
| Math | 5 | Kirk | LEP Current | 40 | 7 | 18% | 60% | 42% | 47 | 26 | 55% |
| Math | 5 | Kirk | At-Risk | 92 | 36 | 39% | 65% | 26% | 86 | 60 | 70% |
| Math | 5 | Kirk | SPED | 14 | 3 | 21% | 60% | 39% | 10 | 6 | 60% |

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 | Kirk | All | 106 | 68 | 64% | 80% | 16% | 141 | 82 | 58% |
| Reading | 3 | Kirk | Hispanic | 64 | 36 | 56% | 75% | 19% | 92 | 54 | 59% |
| Reading | 3 | Kirk | Am. Indian | 7 | 4 | 57% | 75% | 18% | * | * | * |
| Reading | 3 | Kirk | Asian | 12 | 12 | 100% | 100% | 0% | 9 | 7 | 78% |
| Reading | 3 | Kirk | African Am. | 6 | 3 | 50% | 75% | 25% | 17 | 6 | 35% |
| Reading | 3 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 3 | Kirk | White | 17 | 13 | 76% | 85% | 9% | 15 | 11 | 73% |
| Reading | 3 | Kirk | Two or More | * | * | * | * | * | 5 | 3 | 60% |
| Reading | 3 | Kirk | Eco. Dis. | 79 | 48 | 61% | 80% | 19% | 101 | 49 | 49% |
| Reading | 3 | Kirk | LEP Current | 50 | 28 | 56% | 75% | 19% | 62 | 31 | 50% |
| Reading | 3 | Kirk | At-Risk | 82 | 50 | 61% | 80% | 19% | 102 | 49 | 48% |
| Reading | 3 | Kirk | SPED | 10 | 3 | 30% | 60% | 30% | 20 | 7 | 35% |
| Reading | 4 | Kirk | All | 116 | 77 | 66% | 80% | 14% | 113 | 78 | 69% |
| Reading | 4 | Kirk | Hispanic | 82 | 54 | 66% | 80% | 14% | 65 | 44 | 68% |
| Reading | 4 | Kirk | Am. Indian | * | * | * | * | * | 9 | 4 | 44% |
| Reading | 4 | Kirk | Asian | 10 | 9 | 90% | 100% | 10% | 11 | 11 | 100% |
| Reading | 4 | Kirk | African Am. | 16 | 7 | 44% | 70% | 26% | 11 | 5 | 45% |
| Reading | 4 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 4 | Kirk | White | 7 | 6 | 86% | 95% | 9% | 17 | 14 | 82% |
| Reading | 4 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Reading | 4 | Kirk | Eco. Dis. | 92 | 57 | 62% | 80% | 18% | 86 | 56 | 65% |
| Reading | 4 | Kirk | LEP Current | 52 | 28 | 54% | 75% | 21% | 49 | 30 | 61% |
| Reading | 4 | Kirk | At-Risk | 78 | 50 | 64% | 80% | 16% | 90 | 59 | 66% |
| Reading | 4 | Kirk | SPED | 12 | 7 | 58% | 75% | 17% | 14 | 6 | 43% |
| Reading | 5 | Kirk | All | 116 | 69 | 59% | 75% | 16% | 109 | 90 | 83% |
| Reading | 5 | Kirk | Hispanic | 78 | 46 | 59% | 75% | 16% | 78 | 65 | 83% |
| Reading | 5 | Kirk | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 5 | Kirk | Asian | 6 | 4 | 67% | 85% | 18% | 9 | 9 | 100% |
| Reading | 5 | Kirk | African Am. | 17 | 9 | 53% | 75% | 22% | 12 | 7 | 58% |
| Reading | 5 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 5 | Kirk | White | 14 | 10 | 71% | 90% | 19% | 7 | 6 | 86% |
| Reading | 5 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Reading | 5 | Kirk | Eco. Dis. | 86 | 49 | 57% | 75% | 18% | 86 | 69 | 80% |
| Reading | 5 | Kirk | LEP Current | 40 | 15 | 38% | 65% | 27% | 48 | 36 | 75% |
| Reading | 5 | Kirk | At-Risk | 92 | 48 | 52% | 70% | 18% | 87 | 70 | 80% |
| Reading | 5 | Kirk | SPED | 14 | 3 | 21% | 60% | 39% | 10 | 6 | 60% |

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 | Kirk | All | 116 | 54 | 47% | 70% | 23% | 109 | 80 | 73% |
| Science | 5 | Kirk | Hispanic | 78 | 32 | 41% | 65% | 24% | 78 | 55 | 71% |
| Science | 5 | Kirk | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 5 | Kirk | Asian | 6 | 5 | 83% | 95% | 12% | 9 | 9 | 100% |
| Science | 5 | Kirk | African Am. | 17 | 5 | 29% | 60% | 31% | 12 | 7 | 58% |
| Science | 5 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 5 | Kirk | White | 14 | 12 | 86% | 95% | 9% | 7 | 7 | 100% |
| Science | 5 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Science | 5 | Kirk | Eco. Dis. | 85 | 33 | 39% | 65% | 26% | 86 | 58 | 67% |
| Science | 5 | Kirk | LEP Current | 40 | 7 | 18% | 60% | 42% | 48 | 29 | 60% |
| Science | 5 | Kirk | At-Risk | 91 | 36 | 40% | 65% | 25% | 87 | 62 | 71% |
| Science | 5 | Kirk | SPED | 14 | 3 | 21% | 60% | 39% | 10 | 6 | 60% |

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 | Kirk | All | 116 | 29 | 25% | 45% | 20% | 113 | 28 | 25% |
| Math | 4 | Kirk | Hispanic | 82 | 17 | 21% | 45% | 24% | 65 | 12 | 18% |
| Math | 4 | Kirk | Am. Indian | * | * | * | * | * | 9 | 1 | 11% |
| Math | 4 | Kirk | Asian | 10 | 7 | 70% | 80% | 10% | 11 | 8 | 73% |
| Math | 4 | Kirk | African Am. | 16 | 1 | 6% | 45% | 39% | 11 | 0 | 0% |
| Math | 4 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 4 | Kirk | White | 7 | 3 | 43% | 60% | 17% | 17 | 7 | 41% |
| Math | 4 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Math | 4 | Kirk | Eco. Dis. | 92 | 16 | 17% | 45% | 28% | 86 | 16 | 19% |
| Math | 4 | Kirk | LEP Current | 52 | 7 | 13% | 45% | 32% | 49 | 6 | 12% |
| Math | 4 | Kirk | At-Risk | 78 | 16 | 21% | 45% | 24% | 90 | 17 | 19% |
| Math | 4 | Kirk | SPED | 12 | 3 | 25% | 45% | 20% | 14 | 0 | 0% |
| Math | 5 | Kirk | All | 116 | 31 | 27% | 45% | 18% | 108 | 44 | 41% |
| Math | 5 | Kirk | Hispanic | 78 | 17 | 22% | 45% | 23% | 77 | 27 | 35% |
| Math | 5 | Kirk | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 5 | Kirk | Asian | 6 | 3 | 50% | 70% | 20% | 9 | 7 | 78% |
| Math | 5 | Kirk | African Am. | 17 | 4 | 24% | 45% | 21% | 12 | 3 | 25% |
| Math | 5 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 5 | Kirk | White | 14 | 7 | 50% | 70% | 20% | 7 | 5 | 71% |
| Math | 5 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Math | 5 | Kirk | Eco. Dis. | 86 | 19 | 22% | 45% | 23% | 85 | 30 | 35% |
| Math | 5 | Kirk | LEP Current | 40 | 2 | 5% | 45% | 40% | 47 | 10 | 21% |
| Math | 5 | Kirk | At-Risk | 92 | 17 | 18% | 45% | 27% | 86 | 29 | 34% |
| Math | 5 | Kirk | SPED | 14 | 1 | 7% | 45% | 38% | 10 | 4 | 40% |
| Reading | 4 | Kirk | All | 116 | 34 | 29% | 45% | 16% | 113 | 51 | 45% |
| Reading | 4 | Kirk | Hispanic | 82 | 23 | 28% | 45% | 17% | 65 | 30 | 46% |
| Reading | 4 | Kirk | Am. Indian | * | * | * | * | * | 9 | 2 | 22% |
| Reading | 4 | Kirk | Asian | 10 | 4 | 40% | 55% | 15% | 11 | 9 | 82% |
| Reading | 4 | Kirk | African Am. | 16 | 4 | 25% | 45% | 20% | 11 | 2 | 18% |
| Reading | 4 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 4 | Kirk | White | 7 | 2 | 29% | 45% | 16% | 17 | 8 | 47% |
| Reading | 4 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Reading | 4 | Kirk | Eco. Dis. | 92 | 23 | 25% | 45% | 20% | 86 | 34 | 40% |
| Reading | 4 | Kirk | LEP Current | 52 | 10 | 19% | 45% | 26% | 49 | 15 | 31% |
| Reading | 4 | Kirk | At-Risk | 78 | 20 | 26% | 45% | 19% | 90 | 36 | 40% |
| Reading | 4 | Kirk | SPED | 12 | 4 | 33% | 50% | 17% | 14 | 3 | 21% |

Cypress-Fairbanks Independent School District
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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 | Kirk | All | 116 | 35 | 30% | 50% | 20% | 109 | 64 | 59% |
| Reading | 5 | Kirk | Hispanic | 78 | 21 | 27% | 45% | 18% | 78 | 43 | 55% |
| Reading | 5 | Kirk | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 5 | Kirk | Asian | 6 | 3 | 50% | 70% | 20% | 9 | 9 | 100% |
| Reading | 5 | Kirk | African Am. | 17 | 4 | 24% | 45% | 21% | 12 | 4 | 33% |
| Reading | 5 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 5 | Kirk | White | 14 | 7 | 50% | 70% | 20% | 7 | 5 | 71% |
| Reading | 5 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Reading | 5 | Kirk | Eco. Dis. | 86 | 19 | 22% | 45% | 23% | 86 | 45 | 52% |
| Reading | 5 | Kirk | LEP Current | 40 | 1 | 3% | 45% | 42% | 48 | 24 | 50% |
| Reading | 5 | Kirk | At-Risk | 92 | 19 | 21% | 45% | 24% | 87 | 45 | 52% |
| Reading | 5 | Kirk | SPED | 14 | 1 | 7% | 45% | 38% | 10 | 3 | 30% |
| Science | 5 | Kirk | All | 116 | 27 | 23% | 45% | 22% | 109 | 50 | 46% |
| Science | 5 | Kirk | Hispanic | 78 | 14 | 18% | 45% | 27% | 78 | 30 | 38% |
| Science | 5 | Kirk | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 5 | Kirk | Asian | 6 | 2 | 33% | 45% | 12% | 9 | 7 | 78% |
| Science | 5 | Kirk | African Am. | 17 | 3 | 18% | 45% | 27% | 12 | 6 | 50% |
| Science | 5 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 5 | Kirk | White | 14 | 8 | 57% | 75% | 18% | 7 | 5 | 71% |
| Science | 5 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Science | 5 | Kirk | Eco. Dis. | 85 | 13 | 15% | 45% | 30% | 86 | 33 | 38% |
| Science | 5 | Kirk | LEP Current | 40 | 0 | 0% | 45% | 45% | 48 | 15 | 31% |
| Science | 5 | Kirk | At-Risk | 91 | 13 | 14% | 45% | 31% | 87 | 35 | 40% |
| Science | 5 | Kirk | SPED | 14 | 1 | 7% | 45% | 38% | 10 | 3 | 30% |

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 | Kirk | All | 106 | 3 | 3% | 6% | 3% | 141 | 16 | 11% |
| Math | 3 | Kirk | Hispanic | 64 | 0 | 0% | 3% | 3% | 92 | 5 | 5% |
| Math | 3 | Kirk | Am. Indian | 7 | 0 | 0% | 3% | 3% | * | * | * |
| Math | 3 | Kirk | Asian | 12 | 3 | 25% | 28% | 3% | 9 | 4 | 44% |
| Math | 3 | Kirk | African Am. | 6 | 0 | 0% | 3% | 3% | 17 | 0 | 0% |
| Math | 3 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 3 | Kirk | White | 17 | 0 | 0% | 3% | 3% | 15 | 6 | 40% |
| Math | 3 | Kirk | Two or More | * | * | * | * | * | 5 | 1 | 20% |
| Math | 3 | Kirk | Eco. Dis. | 79 | 0 | 0% | 3% | 3% | 101 | 3 | 3% |
| Math | 3 | Kirk | LEP Current | 50 | 1 | 2% | 5% | 3% | 62 | 2 | 3% |
| Math | 3 | Kirk | At-Risk | 82 | 3 | 4% | 7% | 3% | 102 | 5 | 5% |
| Math | 3 | Kirk | SPED | 10 | 0 | 0% | 3% | 3% | 20 | 1 | 5% |
| Math | 4 | Kirk | All | 116 | 15 | 13% | 16% | 3% | 113 | 17 | 15% |
| Math | 4 | Kirk | Hispanic | 82 | 8 | 10% | 13% | 3% | 65 | 4 | 6% |
| Math | 4 | Kirk | Am. Indian | * | * | * | * | * | 9 | 1 | 11% |
| Math | 4 | Kirk | Asian | 10 | 4 | 40% | 43% | 3% | 11 | 7 | 64% |
| Math | 4 | Kirk | African Am. | 16 | 0 | 0% | 3% | 3% | 11 | 0 | 0% |
| Math | 4 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 4 | Kirk | White | 7 | 2 | 29% | 32% | 3% | 17 | 5 | 29% |
| Math | 4 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Math | 4 | Kirk | Eco. Dis. | 92 | 6 | 7% | 10% | 3% | 86 | 8 | 9% |
| Math | 4 | Kirk | LEP Current | 52 | 4 | 8% | 11% | 3% | 49 | 3 | 6% |
| Math | 4 | Kirk | At-Risk | 78 | 8 | 10% | 13% | 3% | 90 | 9 | 10% |
| Math | 4 | Kirk | SPED | 12 | 1 | 8% | 11% | 3% | 14 | 0 | 0% |
| Math | 5 | Kirk | All | 116 | 15 | 13% | 16% | 3% | 108 | 26 | 24% |
| Math | 5 | Kirk | Hispanic | 78 | 7 | 9% | 12% | 3% | 77 | 16 | 21% |
| Math | 5 | Kirk | Am. Indian | * | * | * | * | * | * | * | * |
| Math | 5 | Kirk | Asian | 6 | 2 | 33% | 36% | 3% | 9 | 6 | 67% |
| Math | 5 | Kirk | African Am. | 17 | 3 | 18% | 21% | 3% | 12 | 0 | 0% |
| Math | 5 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Math | 5 | Kirk | White | 14 | 3 | 21% | 24% | 3% | 7 | 3 | 43% |
| Math | 5 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Math | 5 | Kirk | Eco. Dis. | 86 | 7 | 8% | 11% | 3% | 85 | 15 | 18% |
| Math | 5 | Kirk | LEP Current | 40 | 1 | 3% | 6% | 3% | 47 | 6 | 13% |
| Math | 5 | Kirk | At-Risk | 92 | 6 | 7% | 10% | 3% | 86 | 17 | 20% |
| Math | 5 | Kirk | SPED | 14 | 0 | 0% | 3% | 3% | 10 | 1 | 10% |

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 | Kirk | All | 106 | 18 | 17% | 20% | 3% | 141 | 26 | 18% |
| Reading | 3 | Kirk | Hispanic | 64 | 9 | 14% | 17% | 3% | 92 | 14 | 15% |
| Reading | 3 | Kirk | Am. Indian | 7 | 0 | 0% | 3% | 3% | * | * | * |
| Reading | 3 | Kirk | Asian | 12 | 4 | 33% | 36% | 3% | 9 | 4 | 44% |
| Reading | 3 | Kirk | African Am. | 6 | 0 | 0% | 3% | 3% | 17 | 1 | 6% |
| Reading | 3 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 3 | Kirk | White | 17 | 5 | 29% | 32% | 3% | 15 | 5 | 33% |
| Reading | 3 | Kirk | Two or More | * | * | * | * | * | 5 | 2 | 40% |
| Reading | 3 | Kirk | Eco. Dis. | 79 | 7 | 9% | 12% | 3% | 101 | 13 | 13% |
| Reading | 3 | Kirk | LEP Current | 50 | 4 | 8% | 11% | 3% | 62 | 7 | 11% |
| Reading | 3 | Kirk | At-Risk | 82 | 13 | 16% | 19% | 3% | 102 | 12 | 12% |
| Reading | 3 | Kirk | SPED | 10 | 1 | 10% | 13% | 3% | 20 | 1 | 5% |
| Reading | 4 | Kirk | All | 116 | 16 | 14% | 17% | 3% | 113 | 38 | 34% |
| Reading | 4 | Kirk | Hispanic | 82 | 11 | 13% | 16% | 3% | 65 | 20 | 31% |
| Reading | 4 | Kirk | Am. Indian | * | * | * | * | * | 9 | 2 | 22% |
| Reading | 4 | Kirk | Asian | 10 | 2 | 20% | 23% | 3% | 11 | 8 | 73% |
| Reading | 4 | Kirk | African Am. | 16 | 0 | 0% | 3% | 3% | 11 | 1 | 9% |
| Reading | 4 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 4 | Kirk | White | 7 | 2 | 29% | 32% | 3% | 17 | 7 | 41% |
| Reading | 4 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Reading | 4 | Kirk | Eco. Dis. | 92 | 10 | 11% | 14% | 3% | 86 | 24 | 28% |
| Reading | 4 | Kirk | LEP Current | 52 | 5 | 10% | 13% | 3% | 49 | 8 | 16% |
| Reading | 4 | Kirk | At-Risk | 78 | 8 | 10% | 13% | 3% | 90 | 24 | 27% |
| Reading | 4 | Kirk | SPED | 12 | 3 | 25% | 28% | 3% | 14 | 1 | 7% |
| Reading | 5 | Kirk | All | 116 | 25 | 22% | 25% | 3% | 109 | 37 | 34% |
| Reading | 5 | Kirk | Hispanic | 78 | 13 | 17% | 20% | 3% | 78 | 23 | 29% |
| Reading | 5 | Kirk | Am. Indian | * | * | * | * | * | * | * | * |
| Reading | 5 | Kirk | Asian | 6 | 3 | 50% | 53% | 3% | 9 | 4 | 44% |
| Reading | 5 | Kirk | African Am. | 17 | 4 | 24% | 27% | 3% | 12 | 3 | 25% |
| Reading | 5 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Reading | 5 | Kirk | White | 14 | 5 | 36% | 39% | 3% | 7 | 5 | 71% |
| Reading | 5 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Reading | 5 | Kirk | Eco. Dis. | 86 | 12 | 14% | 17% | 3% | 86 | 26 | 30% |
| Reading | 5 | Kirk | LEP Current | 40 | 1 | 3% | 6% | 3% | 48 | 7 | 15% |
| Reading | 5 | Kirk | At-Risk | 92 | 12 | 13% | 16% | 3% | 87 | 21 | 24% |
| Reading | 5 | Kirk | SPED | 14 | 0 | 0% | 3% | 3% | 10 | 2 | 20% |

Cypress-Fairbanks Independent School District
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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 | Kirk | All | 116 | 13 | 11% | 14% | 3% | 109 | 23 | 21% |
| Science | 5 | Kirk | Hispanic | 78 | 4 | 5% | 8% | 3% | 78 | 10 | 13% |
| Science | 5 | Kirk | Am. Indian | * | * | * | * | * | * | * | * |
| Science | 5 | Kirk | Asian | 6 | 1 | 17% | 20% | 3% | 9 | 6 | 67% |
| Science | 5 | Kirk | African Am. | 17 | 2 | 12% | 15% | 3% | 12 | 2 | 17% |
| Science | 5 | Kirk | Pac. Islander | * | * | * | * | * | * | * | * |
| Science | 5 | Kirk | White | 14 | 6 | 43% | 46% | 3% | 7 | 3 | 43% |
| Science | 5 | Kirk | Two or More | * | * | * | * | * | * | * | * |
| Science | 5 | Kirk | Eco. Dis. | 85 | 3 | 4% | 7% | 3% | 86 | 12 | 14% |
| Science | 5 | Kirk | LEP Current | 40 | 0 | 0% | 3% | 3% | 48 | 3 | 6% |
| Science | 5 | Kirk | At-Risk | 91 | 3 | 3% | 6% | 3% | 87 | 12 | 14% |
| Science | 5 | Kirk | SPED | 14 | 0 | 0% | 3% | 3% | 10 | 1 | 10% |

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 38% to 48% by June 2025.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2021 | | 30% | | | | | | | 26% | | 27% | 39% | 36% |
| 2022 | NA | 32% | NA | NA | NA | NA | NA | NA | 28% | NA | 29% | 41% | 38% |
| 2023 | NA | 34% | NA | NA | NA | NA | NA | NA | 30% | NA | 31% | 43% | 40% |
| 2024 | NA | 37% | NA | NA | NA | NA | NA | NA | 33% | NA | 34% | 46% | 43% |
| 2025 | NA | 40% | NA | NA | NA | NA | NA | NA | 36% | NA | 37% | 49% | 46% |

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 48% by June 2025.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| 2021 | | 32% | | | | | | | 30% | | 35% | 42% | 24% |
| 2022 | NA | 34% | NA | NA | NA | NA | NA | NA | 32% | NA | 37% | 44% | 26% |
| 2023 | NA | 36% | NA | NA | NA | NA | NA | NA | 34% | NA | 39% | 46% | 28% |
| 2024 | NA | 39% | NA | NA | NA | NA | NA | NA | 37% | NA | 42% | 49% | 31% |
| 2025 | NA | 42% | NA | NA | NA | NA | NA | NA | 40% | NA | 45% | 52% | 34% |

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.