

# **Cypress-Fairbanks Independent School District**

## **Lamkin 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: The Campus Improvement Team met, by content area, to look at data from previous testing to define areas of weakness in each grade level and content area as well as population. That data was then viewed as a group to share similarities seen throughout the school and demographic areas to focus on the most needs in each and with what specific group of students. A comprehensive plan was then formed including specific strategies that are included in the goals section of this document.

In summary, the comprehensive needs assessment denotes the following: Lamkin continues to struggle with our African American and Economically Disadvantaged student population in most all areas of academic need. As a campus, reading comprehension, problem solving and the overall writing program are what we are specifically going to focus on for the current school year along with closing the achievement gap that was brought on by COVID-19 and the disruption of face to face instruction.

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 Andover Apartment Complexes.

# Student Achievement

## Student Achievement Summary

### Student Achievement Strengths

STAAR scores plummeted in all areas from the 18-19 dates to the STAAR scores taken in the spring of 20-21. However, our AA scores increased by 4 % in 3rd grade reading and they performed 7% higher than predicted in the meets category and 13% higher in the masters category. Also in reading, 5th grade LEP students scored 23% higher than predicted in the approaches category, 11% in meets and 19% in masters.

In math, 3rd grade SPED students scored a 9% increase in the meets category.

Students in all grade levels have shown a much keener interest in learning this year after many being away from direct face to face instruction for a long period of time. From the BOY assessment (2021) in 3rd grade math, the average test score compared to the first checkpoint average test score, a gain of 6% has already been made. In 5th grade, in math, there was a 7% gain in the average test score. This is both an indicator of student growth and good first instruction.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: Inferencing, character analysis and making text to text connections are concerns across all grade levels. **Root Cause:** Reading: Content vocabulary and academic language wording is difficult to understand. The use of sentence stems and campus vocabulary must be further addressed as well as understanding the similarities and differences across genres and in greater depth.

**Problem Statement 2:** Writing: Revising and editing remains a constant challenge in all grade levels. This includes the use of complete sentences, sentence structure, subject verb agreement and spelling. **Root Cause:** Writing: Not using the same curriculum across all grade levels with common language, structure and with fidelity for an entire grade year.

**Problem Statement 3:** Math: AA and ED students across grade levels in the meets group fell significantly, with a focus on number sense. **Root Cause:** Math: Need to continue focusing on the basic concepts of number sense, problem solving skills and basic computation strategies.

**Problem Statement 4:** Science: Students overall fell by 28% in the meets category. **Root Cause:** Science: Need to go back to hand on learning opportunities and continue direct vocabulary instruction.

**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 Summary

### School Culture and Climate Strengths

- \*Staff all trained in PBIS and using restorative discipline strategies
- \*All safety committee members are NIMS trained
- \*Campus culture is warm, inviting, family oriented and student centered. Those characteristics are often mentioned by visitors.
- \*Many and varied extra-curricular activities are offered throughout the year for student participation and relationship building.
- \*Student attendance is varied due to the difference between virtual and face to face student counts.

Lamkin continues to be a positive and family oriented campus. Although this school year continues to be a very challenging one with Covid-19 Delta variant causing illnesses, the atmosphere continues to be upbeat and positive. The administrative team has been working diligently to provide every support possible to all staff including positive morale boosters weekly to help with the continued additional stress this year.

All staff were trained in August in the Capturing Kids Hearts Program of working with students by establishing positive relationships, positive reinforcement and positive culture. Combined with PBIS, our Launch class and the spirit of the campus overall, students are learning and practicing social and emotional skills with smiles.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Student attendance has remained stagnant and lower than 97% **Root Cause:** School Culture and Climate: We need to encourage families to not take long weekends resulting in students being absent on Mondays or Fridays.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

Compared to multiple other campuses, Lamkin's teacher attendance rate is much better, however we are always working to increase attendance overall. Teachers know the importance of consistent classroom instruction and do try to be in class every day. Obtaining substitutes for absent teachers has been a real struggle and often administration is taking a classroom or students are splitting up due to the shortage. We continue to seek, recruit and interview for open staff positions well into the school year, however, highly qualified teachers are not available at this time.

Lamkin usually has very low staff turnover. Teachers who leave have either been promoted, moved out of the area or have children they need to stay home with.

Lamkin's Employee Perception Survey is always in the very high 90%+ range for both teaching staff and paraprofessional staff and the administration works hard to keep morale up, recognize the hard work the staff completes every day and provide a warm, friendly and second family oriented environment. This year is again hard on teaching staff as many Covid-19 issues remain and student learning loss is being realized. Teachers are goal oriented and have the kid's first mentality, but also respect and appreciate the openness of the administration and inclusive campus environment. The administration works with all individual staff members to help with morale, aspiring job advancement and provides opportunities for all staff to attend professional development to help them both personally and professionally.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Teachers request lengthy periods (3-5 days) of personal leave time during a semester **Root Cause:** Teacher/Paraprofessional Attendance: Teachers have 10 days a year to use for illness or personal leave. Because they have the days, they feel they must use them.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

Due to the COVID-19 continuation, we have seen both an increase as well as a decrease in community engagement. We are still experiencing restrictions for most visitors in the building, we have limited mentors, parent readers, lunch visitors and help with classrooms, but are trying to provide opportunities for parents to be involved with safety precautions in place. Several activities and opportunities have had to be modified such as: Meet the teacher, Open house, Leopard Express, Curriculum night, PTO hosted events, Veterans Day program, Grandparents Day, book fair, etc. The increase that we have seen has been through physical donations such as school supplies, library books, clinic clothes, staff appreciation gifts, questions from parents, interest in curriculum, etc. We know that parents want to be active again within the school, and as soon as we can, we will be opening up to everyone for everything.

Due to Lamkin's long history in the community, we are blessed to have community support in many and multiple ways. The CFISD retired Teacher Association held a drive through drop off for school supplies in August. Lamkin is fortunate to have two faith based organizations that have adopted us and provide materials, books, bikes, and treats for staff. The local VFW is providing flags for our front lawn for Veterans Day. Our local HEB has helped with supplies for students and treats for our staff. Our PTO continues to support us in all we ask as well as volunteer help in the library.

Our parent involvement has increased and we feel parents are anxious to return to the campus in a "normal" setting and we have seen an increase in communication that is sent out to parents in multiple ways.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Difficulty in getting parents to be involved in student learning and closing the gap. **Root Cause:** Parent and Community Engagement: Need to continue to reach out to parents and provide methods they can help their children at home.

# Technology

## Technology Summary

Technology was at the forefront of all teacher learning for the past 18 months. Teachers learned and used a new platform titled Schoology with the Google Platform and general technology use. All of our staff have taken on this challenge with a positive mindset and are much more proficient than the previous year. There are still 1.5 teachers teaching virtually this year, but the majority of the staff has returned to face to face instruction but continue to use Schoology for missed assignments and curriculum. During the past 18 months, ALL students, district wide, now have a district issued Chromebook that travels back and forth from school to home and home to school for use in both settings. Students use technology throughout the day for classroom assignments, remediation and practice and have all become very proficient on their appropriate level.

We continue to grow as a staff in the area of technology by utilizing notes, meetings, agendas, Google Docs, morning announcements and Zoom meetings daily. Technology is here to stay!

## Technology Strengths

Last year teachers became not only instructors to face to face students in class on campus, but to those students who were learning virtually at home through CFISD Connect. As is usual on our campus, those who understand and know more share and help those who may be struggling in a certain area or just need a little boost. Many of our staff have not only requested more information and learning in the technology realm, but have participated in online courses on their own to better understand and provide best teaching strategies to all of our learners.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Many students lack important knowledge and understanding of how to use technology **Root Cause:** All learners do not have the same technological knowledge and ability to utilize the Chromebook. Grade level instruction must be continued.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

Revised/Approved: October 13, 2021

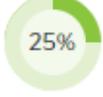
**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Reading: Provide struggling students with accelerated instruction by additional staff and campus coaches. Provide coaching for teachers in reading and language arts, special education strategies and culturally responsive teaching practices. Provide additional planning/data gathering time for Closing the Gap, per 9 weeks, as well as district planning days for teachers to plan in-depth and engaging lessons utilizing their professional development learning. Provide a class size reduction teacher in 5th grade to lower the number of students in the classroom for more individualized instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. Library books will be utilized both in the classroom as well as the library to help increase student stamina in reading as well as generate interest. The ELAR interventionist provides pull out help for struggling students. The primary ELAR coach works with teaching staff as well as modeling and push in to help with struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, SGRI and RE teachers, ELAR primary coach, ELAR IS, Interventionists and Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Reading Interventionist - Title I - \$80,679.73, Library Books - Title I - \$10,000, Primary ELAR Coach - Special Allotment: Compensatory Education, Class Size Reduction Teacher - 5th grade - Title I - \$75,347.87, Subscriptions: Reading materials - Title I - \$2,150, ESL materials and supplies - Title III - \$1,500, GT materials and supplies - Special Allotment: Gifted and Talented Student - \$150, Special Ed materials and supplies - Special Allotment: Special Education - \$772</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Teachers will focus on improving basic writing skills, phonological awareness instruction, increased vocabulary usage in writing and increased planning in writing and editing strategies. Teachers will meet with students daily, pulling small groups to provide support for all individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables for Reading as writing is incorporated into the ELAR STAAR this year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, ELAR IS, Primary Coach, Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> Grades 1-5 will be using the grammar curriculum by Jeff Anderson, Patterns of Power. Teachers will receive training both by the campus ELAR IS and the campus Primary Coach. All students will be using Flocabulary to increase vocabulary usage in their writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables that are for reading as writing is embedded into the ELAR STAAR this year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, IS, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: Math:</b> Teachers will continue with small group instruction, implicit math vocabulary instruction, number sense, comprehension skill development and calculation instruction and practice. The math curriculum coach will help teachers provide interactive word walls, analyze content vocabulary and specific problem solving strategies and recognize specific vocabulary, calculation and problem solving deficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. The math/science coach provides coaching time for each teacher as well helping with planning needs as well as providing push in modeling and small group pull out for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Math IS, Math coach, Administration</p> <p><b>Funding Sources:</b> Campus Math temporary worker - ESSER III - \$8,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: Teachers will work with the Science IS to provide experiences and help students demonstrate a basic understanding of content vocabulary and problem solving skills. The focus on these deficiencies will be on student knowledge and application of vocabulary, increasing study and test taking strategies, increasing problem solving and critical thinking strategies and increased use of hands on experiments and demonstrations using appropriate science materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. The math/science coach plans with each grade level science teaching staff to plan engaging and multiple science lessons that also include multiple science experiments. She pushes in for modeling and also provides pull out instruction for small groups of students that struggle with science vocabulary and content.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Science IS, Science coach, Administration</p> <p><b>Funding Sources:</b> Consumable materials for science experiments - Title I - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: individually targeted remediation and support for areas that each student has fallen behind in. Teachers will use small group or individual instruction time to work on skill deficits for individual or small groups of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> ESSER Interventionist - ESSER III - \$70,000, Extra duty pay for teachers to hold spring intervention camps - ESSER III - \$13,000, Temporary Worker to aid in math interventions - ESSER III - \$12,500, Classroom materials to aid with intervention strategies - ESSER III - \$3,000, Snacks for spring intervention camps - ESSER III - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Well-Rounded Education : Due to Covid-19 restrictions, the campus will provide the following enrichment programs, courses, and/or activities for the second semester in order to provide all students with a well-rounded education: Science Club, Board Game Club, Drama Club, Girls on the Run, Choir, Maker Space, Book Clubs, Launch (health course) and many smaller activities during the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Deepen understanding of and address specific academic needs of the AA and ED student groups in an effort to address the needs of all students, particularly at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Students will meet or exceed the expected academic targets attached to the CIP.            2. Supplies and consumables will allow student to participate in science experiments, art classes, use of extra writing materials and use of additional math manipulatives. Additional classroom supplies, paper for copies, and laminating material will be provided upon teacher request as the year progresses..            3. A fifth rotation was added last year to better help students understand how important both their physical and mental health is in learning new concepts and putting those to use. A consultant from the Flippen Group provided wonderful resources to use in this extension of PE as well as the CATCH program and a spin off of Teen Leadership and PBIS to help students build healthy character and leadership traits and make positive personal choices that will help them grow into good citizens. This is also an area of staff development that the entire staff completed with Capturing Kids Hearts.            4. Additional library books will be used not only in the library, but also for use in the classroom for more literary choices.            5. Temporary workers will provide additional support to struggling students in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, IS, Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Funding Sources:</b> General Supplies for Curriculum uses - Title I - \$22,000, Temporary Worker for primary literacy - Title I - \$12,500, Parent Involvement - Title I - \$3,341, Class Size Reduction Teacher in 5th grade - Title I - \$75,347.87</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Core content area interventionist and temporary workers</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be pulled to work with an interventionist in grades 4 and 5, and will increase academic growth by 50% from their average score of pre to post test teacher made assessment for individual specific academic deficits. Select students will also participate in the Read 180 reading program.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Temporary worker as an interventionist to help struggling students - ESSER III - \$12,500, Interventionist to help with reading and read 180 - ESSER III - \$70,000, Extra Duty Pay for teachers to hold spring intervention camps - ESSER III - \$13,000, Materials to use for spring intervention camps and other learning - ESSER III - \$3,000, Snacks for spring intervention camps - ESSER III - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Content are after school camps for math, writing, reading and science in grades 3,4 and 5.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending each individual camp in grades 3,4 and 5 in the content areas of reading, math, writing or science will pass a post camp specific objective teacher made assessment at 80% or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - ESSER III - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Core content area interventionist</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR results as well as benchmark and teacher made assessment improvements throughout the year leading to the STAAR results.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - ESSER III - \$70,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Core content area interventionist (temporary worker)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be pulled to work with a math interventionist in grades 3,4, and 5, and will increase academic growth by 50% from their average score of pre to post test teacher made assessment for individual specific academic deficits.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Math IS/Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - ESSER III - \$13,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide materials for students to use for core content area of reading with the use of technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will incorporate technology in the core content area of reading to enhance and support curriculum objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Medial specialist, Instructional specialists, teachers and admin</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Charging towers for computers and headsets - ESSER III - \$4,861</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 100% of teachers will receive job targeted professional development based on identified needs, with a focus in the area of reading. Teachers will document professional development using materials that can be referenced when needed to continue growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Using targeted information and data regarding reading comprehension and student growth, teachers will continue with effective reading strategies utilizing referenced materials.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative staff, teachers, instructional specialists.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Office materials to help document reading instructional strategies - ESSER III - \$1,318</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Additional supplemental instruction time will be provided by additional staff for students in grades 3-5 who either failed the 2021 STAAR test in the specific content area of reading or math, failed the BOY DPM, or failed the benchmark.</p> <p><b>Strategy's Expected Result/Impact:</b> The additional time spent on student specific needs will show student score improvement on the 2021 STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional specialists, AP's, Principal, coaches, teachers</p> <p><b>Funding Sources:</b> Supplies - Special Allotment: Compensatory Education - \$3,305</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: The campus will conduct and complete all safety drills required by the state, district and TEA.  <b>Strategy's Expected Result/Impact:</b> Students will remain safe while at school.  <b>Staff Responsible for Monitoring:</b> Administration, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.  <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will ride the bus home safely with the expected bus behavior, every day, with the assistance of an additional teaching staff member to help with safety issues.  <b>Strategy's Expected Result/Impact:</b> Students will ride the bus home safely on their own without the need for additional staff.  <b>Staff Responsible for Monitoring:</b> Teachers                      Bus drivers   <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6  <b>Funding Sources:</b> Extra Duty Pay - Title I - \$900</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                           Accomplished                           Continue/Modify                           Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the 2021-22 school year, student attendance will be at 97%.

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: Student Attendance:</b> Students will be in attendance 97% of the time. <b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97% <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Registrar	Formative		
	Nov	Feb	May
	 25%	 45%	 55%
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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 2%.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline:                      All staff will participate in a series of staff development presentations/articles and have attended and will use the Capturing Kids Hearts Program to better understand the cultural, economic, emotional, and social differences between students and better relate to behavioral challenges through restorative discipline, CKH and PBIS practices. (Leading a focused positive response through and beyond COVID-19). Continue to promote good conduct and social skill awareness through the Launch class during large group time. Students, staff and community will be aware of the Cy-Fair Tipline and understand how to use it. Code of Conduct talks are held within the first 2 weeks of school and again in the spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, social media, etc. Present discipline data regularly to the A-Team and staff on referral practices and numbers.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, BI</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>10%</p>	 <p>45%</p>	 <p>70%</p>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions:                      Various methods will be tried to reduce the number of in-school suspensions including Parent ICS, flexible grouping within the grade level to reduce behaviors and having students help with younger grades with mentoring younger students who may have had a behavior issue during the day.</p> <p><b>Strategy's Expected Result/Impact:</b> Select ONE:                       In School Suspensions for SPED African American students will decrease by 2 %</p> <p><b>Staff Responsible for Monitoring:</b> BI, Teachers, Administration</p> <p><b>Funding Sources:</b> Tangible rewards for SPOTS store - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 <p>10%</p>	 <p>45%</p>	 <p>75%</p>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: Various methods will be tried to reduce the number of out of school suspensions including Parent ICS, flexible grouping within the grade level to reduce behaviors and having students help with younger grades with mentoring younger students who may have had a behavior issue during the day.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> BI, Administration, Teachers, PBIS Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: Placements to SOS will remain at 0% as in year 19-20 and 20-21. All efforts will be made to keep students on campus participating in the campus environment and classroom settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: The PBIS/CKH team will work with all campus staff with strategies to prevent violence in the classroom and in less restricted areas. Lessons will be taught both in the Launch (PE) classroom and by the counselors on character, prevention, and de-escalation of angry peers as well as anti-bullying strategies and how to just say no and stand up for the bystander</p> <p><b>Strategy's Expected Result/Impact:</b> SELECT ONE: Violent Incidents will be reduced by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> BI, Teachers, Administration, PBIS Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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 4: Coordinated Health Program:** By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 2%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Teacher/Paraprofessional attendance will increase by 2% through attendance encouragement, lowering the number of personal day approvals and through individual discussion with those who take all of their days because they can. Discussion will include the benefits of accumulating days for emergencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Secretary</p> <p><b>Funding Sources:</b> Snacks for teachers as well as morale boosters - \$5,000</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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Teachers will have multiple opportunities to participate in targeted and specific professional development opportunities in specific areas of need. Campus based opportunities will be provided through Monday Learning Opportunities (MLO's) presented monthly on topics for growth specifically for the Lamkin campus as well as strategies provided through the provided campus wide program of Capturing Kids Hearts. Also offered through CFPGS, there are multiple opportunities for staff development hours to be earned from home.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement chosen strategies into their daily lesson planning and implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, IS's and counselors</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Snacks for professional development meetings - \$500</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2021-22 school year, the level of parent and family engagement will remain equivalent to that experienced during the 2019-20 school year.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Lamkin will continue to provide multiple opportunities for all parents to increase the capacity for involvement in their child's education, face to face as well as virtually, and to communicate student progress and ways to help and strengthen the home-school connection.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will remain equivalent to the 19-20 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, BI's, IS's</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Snacks during parent engagement activities on campus - Title I - \$800, Materials for parents to use at home to help students succeed - Title I - \$3,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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): Lamkin Website, email, school messenger and in the clubhouse and office at both Pinnacle and Andover apartment complexes.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Title I Campus:</b></p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Parents attended a Meet the Teacher on August 19, 2021 with their child's teacher. Other designated parent involvement times will take place slowly for the first semester, some virtual, and hopefully grow in number for face to face opportunities for the second semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 1% due to the campus offering flexible meeting dates and times. Due to some residual Covid-19 restrictions, parent involvement is somewhat limited, however the campus is working, with safety guidelines, to open more face to face opportunities for parents.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 516 661 565">  No Progress         </div> <div data-bbox="762 516 980 565">  Accomplished         </div> <div data-bbox="1081 516 1331 565">  Continue/Modify         </div> <div data-bbox="1432 516 1627 565">  Discontinue         </div> </div>			

# State Compensatory

## Budget for Lamkin Elementary School

**Total SCE Funds:** \$60,000.00

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

This campus has elected to spend SCE funds on a primary coach who will be working with teachers, and students who are at risk either by lack of education due to Covid-19 or who have not performed satisfactorily on BOY assessments.

## Personnel for Lamkin Elementary School

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Interventionist	Grades 2-3 Closing the Gap	1
Staff	Teacher	Class Size Reduction	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	1	4	Campus Math temporary worker		\$8,500.00
1	1	6	Extra duty pay for teachers to hold spring intervention camps		\$13,000.00
1	1	6	Temporary Worker to aid in math interventions		\$12,500.00
1	1	6	ESSER Interventionist		\$70,000.00
1	1	6	Snacks for spring intervention camps		\$500.00
1	1	6	Classroom materials to aid with intervention strategies		\$3,000.00
1	2	1	Materials to use for spring intervention camps and other learning		\$3,000.00
1	2	1	Interventionist to help with reading and read 180		\$70,000.00
1	2	1	Snacks for spring intervention camps		\$500.00
1	2	1	Temporary worker as an interventionist to help struggling students		\$12,500.00
1	2	1	Extra Duty Pay for teachers to hold spring intervention camps		\$13,000.00
1	2	2			\$4,000.00
1	2	3			\$70,000.00
1	2	4			\$13,000.00
1	2	5	Charging towers for computers and headsets		\$4,861.00
1	2	6	Office materials to help document reading instructional strategies		\$1,318.00
<b>Sub-Total</b>					<b>\$299,679.00</b>
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subscriptions: Reading materials		\$2,150.00
1	1	1	Class Size Reduction Teacher - 5th grade		\$75,347.87
1	1	1	Reading Interventionist		\$80,679.73
1	1	1	Library Books		\$10,000.00
1	1	5	Consumable materials for science experiments		\$1,000.00
1	1	8	General Supplies for Curriculum uses		\$22,000.00
1	1	8	Temporary Worker for primary literacy		\$12,500.00
1	1	8	Parent Involvement		\$3,341.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Class Size Reduction Teacher in 5th grade		\$75,347.87
2	1	3	Extra Duty Pay		\$900.00
4	1	1	Materials for parents to use at home to help students succeed		\$3,000.00
4	1	1	Snacks during parent engagement activities on campus		\$800.00
<b>Sub-Total</b>					\$287,066.47
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESL materials and supplies		\$1,500.00
<b>Sub-Total</b>					\$1,500.00
Special Allotment: Gifted and Talented Student					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GT materials and supplies		\$150.00
<b>Sub-Total</b>					\$150.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$3,305.00
<b>Sub-Total</b>					\$3,305.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Primary ELAR Coach		\$0.00
<b>Sub-Total</b>					\$0.00
Special Allotment: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Ed materials and supplies		\$772.00
<b>Sub-Total</b>					\$772.00

# 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	Lamkin	All	104	74	71%	76%	5%	143	102	71%
Math	3	Lamkin	Hispanic	36	28	78%	83%	5%	46	36	78%
Math	3	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Lamkin	Asian	11	9	82%	87%	5%	11	9	82%
Math	3	Lamkin	African Am.	24	11	46%	51%	5%	35	14	40%
Math	3	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Lamkin	White	27	22	81%	86%	5%	41	35	85%
Math	3	Lamkin	Two or More	5	4	80%	85%	5%	9	7	78%
Math	3	Lamkin	Eco. Dis.	58	36	62%	67%	5%	97	61	63%
Math	3	Lamkin	LEP Current	11	6	55%	60%	5%	13	9	69%
Math	3	Lamkin	At-Risk	48	33	69%	74%	5%	94	59	63%
Math	3	Lamkin	SPED	10	5	50%	55%	5%	22	8	36%
Math	4	Lamkin	All	155	77	50%	55%	5%	118	79	67%
Math	4	Lamkin	Hispanic	68	35	51%	56%	5%	38	30	79%
Math	4	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lamkin	Asian	15	11	73%	78%	5%	8	7	88%
Math	4	Lamkin	African Am.	29	6	21%	26%	5%	35	15	43%
Math	4	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lamkin	White	37	22	59%	64%	5%	27	21	78%
Math	4	Lamkin	Two or More	5	3	60%	65%	5%	9	6	67%
Math	4	Lamkin	Eco. Dis.	89	31	35%	40%	5%	77	46	60%
Math	4	Lamkin	LEP Current	21	7	33%	38%	5%	10	7	70%
Math	4	Lamkin	At-Risk	50	25	50%	55%	5%	66	36	55%
Math	4	Lamkin	SPED	20	2	10%	15%	5%	17	8	47%
Math	5	Lamkin	All	130	92	71%	76%	5%	160	112	70%
Math	5	Lamkin	Hispanic	51	35	69%	74%	5%	68	51	75%
Math	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lamkin	Asian	9	9	100%	100%	0%	14	13	93%
Math	5	Lamkin	African Am.	22	12	55%	60%	5%	40	15	38%
Math	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lamkin	White	33	22	67%	72%	5%	31	27	87%
Math	5	Lamkin	Two or More	13	12	92%	97%	5%	6	5	83%
Math	5	Lamkin	Eco. Dis.	73	45	62%	67%	5%	97	57	59%
Math	5	Lamkin	LEP Current	16	10	63%	68%	5%	20	16	80%
Math	5	Lamkin	At-Risk	65	38	58%	63%	5%	114	73	64%
Math	5	Lamkin	SPED	12	5	42%	47%	5%	21	7	33%

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	Lamkin	All	104	77	74%	79%	5%	143	110	77%
Reading	3	Lamkin	Hispanic	36	30	83%	88%	5%	46	36	78%
Reading	3	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Lamkin	Asian	11	8	73%	78%	5%	11	10	91%
Reading	3	Lamkin	African Am.	24	13	54%	59%	5%	35	19	54%
Reading	3	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Lamkin	White	27	22	81%	86%	5%	41	36	88%
Reading	3	Lamkin	Two or More	5	4	80%	85%	5%	9	8	89%
Reading	3	Lamkin	Eco. Dis.	58	39	67%	72%	5%	97	70	72%
Reading	3	Lamkin	LEP Current	11	6	55%	60%	5%	13	8	62%
Reading	3	Lamkin	At-Risk	48	32	67%	72%	5%	94	67	71%
Reading	3	Lamkin	SPED	10	4	40%	45%	5%	22	9	41%
Reading	4	Lamkin	All	155	93	60%	65%	5%	118	84	71%
Reading	4	Lamkin	Hispanic	68	43	63%	68%	5%	38	32	84%
Reading	4	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lamkin	Asian	15	11	73%	78%	5%	8	6	75%
Reading	4	Lamkin	African Am.	29	10	34%	39%	5%	35	19	54%
Reading	4	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lamkin	White	37	26	70%	75%	5%	27	21	78%
Reading	4	Lamkin	Two or More	5	3	60%	65%	5%	9	6	67%
Reading	4	Lamkin	Eco. Dis.	89	42	47%	52%	5%	77	52	68%
Reading	4	Lamkin	LEP Current	21	8	38%	43%	5%	10	6	60%
Reading	4	Lamkin	At-Risk	50	27	54%	59%	5%	66	35	53%
Reading	4	Lamkin	SPED	20	5	25%	30%	5%	17	6	35%
Reading	5	Lamkin	All	130	102	78%	83%	5%	160	127	79%
Reading	5	Lamkin	Hispanic	51	39	76%	81%	5%	68	59	87%
Reading	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lamkin	Asian	9	9	100%	100%	0%	14	13	93%
Reading	5	Lamkin	African Am.	22	13	59%	64%	5%	40	22	55%
Reading	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lamkin	White	33	27	82%	87%	5%	31	27	87%
Reading	5	Lamkin	Two or More	13	13	100%	100%	0%	6	5	83%
Reading	5	Lamkin	Eco. Dis.	73	52	71%	76%	5%	97	68	70%
Reading	5	Lamkin	LEP Current	16	10	63%	68%	5%	20	16	80%
Reading	5	Lamkin	At-Risk	65	44	68%	73%	5%	114	88	77%
Reading	5	Lamkin	SPED	12	4	33%	38%	5%	21	5	24%

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	Lamkin	All	130	95	73%	78%	5%	160	114	71%
Science	5	Lamkin	Hispanic	51	36	71%	76%	5%	68	53	78%
Science	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lamkin	Asian	9	9	100%	100%	0%	14	13	93%
Science	5	Lamkin	African Am.	22	10	45%	50%	5%	40	16	40%
Science	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lamkin	White	33	28	85%	90%	5%	31	27	87%
Science	5	Lamkin	Two or More	13	11	85%	90%	5%	6	5	83%
Science	5	Lamkin	Eco. Dis.	73	47	64%	69%	5%	97	56	58%
Science	5	Lamkin	LEP Current	16	8	50%	55%	5%	20	14	70%
Science	5	Lamkin	At-Risk	65	40	62%	67%	5%	114	74	65%
Science	5	Lamkin	SPED	12	6	50%	55%	5%	21	4	19%

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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	
					#	%				#	%
Math	4	Lamkin	All	155	40	26%	31%	5%	118	44	37%
Math	4	Lamkin	Hispanic	68	16	24%	29%	5%	38	15	39%
Math	4	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lamkin	Asian	15	6	40%	45%	5%	8	5	63%
Math	4	Lamkin	African Am.	29	3	10%	15%	5%	35	7	20%
Math	4	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lamkin	White	37	12	32%	37%	5%	27	14	52%
Math	4	Lamkin	Two or More	5	3	60%	65%	5%	9	3	33%
Math	4	Lamkin	Eco. Dis.	89	15	17%	22%	5%	77	22	29%
Math	4	Lamkin	LEP Current	21	2	10%	15%	5%	10	1	10%
Math	4	Lamkin	At-Risk	50	12	24%	29%	5%	66	17	26%
Math	4	Lamkin	SPED	20	2	10%	15%	5%	17	2	12%
Math	5	Lamkin	All	130	43	33%	38%	5%	160	68	43%
Math	5	Lamkin	Hispanic	51	13	25%	30%	5%	68	35	51%
Math	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lamkin	Asian	9	6	67%	72%	5%	14	10	71%
Math	5	Lamkin	African Am.	22	5	23%	28%	5%	40	4	10%
Math	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lamkin	White	33	11	33%	38%	5%	31	17	55%
Math	5	Lamkin	Two or More	13	7	54%	59%	5%	6	2	33%
Math	5	Lamkin	Eco. Dis.	73	14	19%	24%	5%	97	36	37%
Math	5	Lamkin	LEP Current	16	3	19%	24%	5%	20	9	45%
Math	5	Lamkin	At-Risk	65	15	23%	28%	5%	114	38	33%
Math	5	Lamkin	SPED	12	1	8%	13%	5%	21	2	10%
Reading	4	Lamkin	All	155	53	34%	39%	5%	118	57	48%
Reading	4	Lamkin	Hispanic	68	21	31%	36%	5%	38	20	53%
Reading	4	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lamkin	Asian	15	7	47%	52%	5%	8	6	75%
Reading	4	Lamkin	African Am.	29	5	17%	22%	5%	35	11	31%
Reading	4	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lamkin	White	37	17	46%	51%	5%	27	17	63%
Reading	4	Lamkin	Two or More	5	3	60%	65%	5%	9	3	33%
Reading	4	Lamkin	Eco. Dis.	89	17	19%	24%	5%	77	31	40%
Reading	4	Lamkin	LEP Current	21	3	14%	19%	5%	10	4	40%
Reading	4	Lamkin	At-Risk	50	13	26%	31%	5%	66	20	30%
Reading	4	Lamkin	SPED	20	3	15%	20%	5%	17	4	24%

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Department of District Improvement and Accountability

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Lamkin	All	130	65	50%	55%	5%	160	92	58%
Reading	5	Lamkin	Hispanic	51	23	45%	50%	5%	68	42	62%
Reading	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lamkin	Asian	9	7	78%	83%	5%	14	11	79%
Reading	5	Lamkin	African Am.	22	8	36%	41%	5%	40	12	30%
Reading	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lamkin	White	33	18	55%	60%	5%	31	22	71%
Reading	5	Lamkin	Two or More	13	8	62%	67%	5%	6	5	83%
Reading	5	Lamkin	Eco. Dis.	73	29	40%	45%	5%	97	46	47%
Reading	5	Lamkin	LEP Current	16	5	31%	36%	5%	20	10	50%
Reading	5	Lamkin	At-Risk	65	23	35%	40%	5%	114	55	48%
Reading	5	Lamkin	SPED	12	1	8%	13%	5%	21	4	19%
Science	5	Lamkin	All	130	52	40%	45%	5%	160	72	45%
Science	5	Lamkin	Hispanic	51	12	24%	29%	5%	68	36	53%
Science	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lamkin	Asian	9	8	89%	94%	5%	14	10	71%
Science	5	Lamkin	African Am.	22	5	23%	28%	5%	40	4	10%
Science	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lamkin	White	33	18	55%	60%	5%	31	20	65%
Science	5	Lamkin	Two or More	13	8	62%	67%	5%	6	2	33%
Science	5	Lamkin	Eco. Dis.	73	20	27%	32%	5%	97	31	32%
Science	5	Lamkin	LEP Current	16	2	13%	18%	5%	20	6	30%
Science	5	Lamkin	At-Risk	65	18	28%	33%	5%	114	41	36%
Science	5	Lamkin	SPED	12	2	17%	22%	5%	21	2	10%

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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	
					#	%				#	%
Math	3	Lamkin	All	104	12	12%	17%	5%	143	31	22%
Math	3	Lamkin	Hispanic	36	2	6%	11%	5%	46	11	24%
Math	3	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Lamkin	Asian	11	5	45%	50%	5%	11	3	27%
Math	3	Lamkin	African Am.	24	1	4%	9%	5%	35	3	9%
Math	3	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Lamkin	White	27	3	11%	16%	5%	41	14	34%
Math	3	Lamkin	Two or More	5	1	20%	25%	5%	9	0	0%
Math	3	Lamkin	Eco. Dis.	58	4	7%	12%	5%	97	12	12%
Math	3	Lamkin	LEP Current	11	2	18%	23%	5%	13	4	31%
Math	3	Lamkin	At-Risk	48	5	10%	15%	5%	94	12	13%
Math	3	Lamkin	SPED	10	1	10%	15%	5%	22	1	5%
Math	4	Lamkin	All	155	24	15%	20%	5%	118	16	14%
Math	4	Lamkin	Hispanic	68	8	12%	17%	5%	38	3	8%
Math	4	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lamkin	Asian	15	5	33%	38%	5%	8	2	25%
Math	4	Lamkin	African Am.	29	2	7%	12%	5%	35	1	3%
Math	4	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lamkin	White	37	8	22%	27%	5%	27	8	30%
Math	4	Lamkin	Two or More	5	1	20%	25%	5%	9	2	22%
Math	4	Lamkin	Eco. Dis.	89	8	9%	14%	5%	77	6	8%
Math	4	Lamkin	LEP Current	21	1	5%	10%	5%	10	1	10%
Math	4	Lamkin	At-Risk	50	7	14%	19%	5%	66	6	9%
Math	4	Lamkin	SPED	20	1	5%	10%	5%	17	1	6%
Math	5	Lamkin	All	130	30	23%	28%	5%	160	29	18%
Math	5	Lamkin	Hispanic	51	8	16%	21%	5%	68	14	21%
Math	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lamkin	Asian	9	5	56%	61%	5%	14	6	43%
Math	5	Lamkin	African Am.	22	3	14%	19%	5%	40	1	3%
Math	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lamkin	White	33	9	27%	32%	5%	31	7	23%
Math	5	Lamkin	Two or More	13	4	31%	36%	5%	6	1	17%
Math	5	Lamkin	Eco. Dis.	73	9	12%	17%	5%	97	12	12%
Math	5	Lamkin	LEP Current	16	1	6%	11%	5%	20	1	5%
Math	5	Lamkin	At-Risk	65	11	17%	22%	5%	114	13	11%
Math	5	Lamkin	SPED	12	0	0%	5%	5%	21	0	0%

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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	
					#	%				#	%
Reading	3	Lamkin	All	104	18	17%	22%	5%	143	47	33%
Reading	3	Lamkin	Hispanic	36	4	11%	16%	5%	46	12	26%
Reading	3	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Lamkin	Asian	11	1	9%	14%	5%	11	6	55%
Reading	3	Lamkin	African Am.	24	4	17%	22%	5%	35	7	20%
Reading	3	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Lamkin	White	27	9	33%	38%	5%	41	18	44%
Reading	3	Lamkin	Two or More	5	0	0%	5%	5%	9	4	44%
Reading	3	Lamkin	Eco. Dis.	58	8	14%	19%	5%	97	23	24%
Reading	3	Lamkin	LEP Current	11	1	9%	14%	5%	13	3	23%
Reading	3	Lamkin	At-Risk	48	3	6%	11%	5%	94	17	18%
Reading	3	Lamkin	SPED	10	1	10%	15%	5%	22	5	23%
Reading	4	Lamkin	All	155	27	17%	22%	5%	118	37	31%
Reading	4	Lamkin	Hispanic	68	12	18%	23%	5%	38	15	39%
Reading	4	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lamkin	Asian	15	4	27%	32%	5%	8	5	63%
Reading	4	Lamkin	African Am.	29	2	7%	12%	5%	35	5	14%
Reading	4	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lamkin	White	37	7	19%	24%	5%	27	12	44%
Reading	4	Lamkin	Two or More	5	2	40%	45%	5%	9	0	0%
Reading	4	Lamkin	Eco. Dis.	89	8	9%	14%	5%	77	18	23%
Reading	4	Lamkin	LEP Current	21	1	5%	10%	5%	10	1	10%
Reading	4	Lamkin	At-Risk	50	5	10%	15%	5%	66	12	18%
Reading	4	Lamkin	SPED	20	1	5%	10%	5%	17	2	12%
Reading	5	Lamkin	All	130	45	35%	40%	5%	160	57	36%
Reading	5	Lamkin	Hispanic	51	14	27%	32%	5%	68	25	37%
Reading	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lamkin	Asian	9	7	78%	83%	5%	14	9	64%
Reading	5	Lamkin	African Am.	22	3	14%	19%	5%	40	4	10%
Reading	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lamkin	White	33	14	42%	47%	5%	31	16	52%
Reading	5	Lamkin	Two or More	13	6	46%	51%	5%	6	3	50%
Reading	5	Lamkin	Eco. Dis.	73	17	23%	28%	5%	97	25	26%
Reading	5	Lamkin	LEP Current	16	3	19%	24%	5%	20	6	30%
Reading	5	Lamkin	At-Risk	65	17	26%	31%	5%	114	28	25%
Reading	5	Lamkin	SPED	12	1	8%	13%	5%	21	1	5%

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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	Lamkin	All	130	24	18%	23%	5%	160	27	17%
Science	5	Lamkin	Hispanic	51	4	8%	13%	5%	68	12	18%
Science	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lamkin	Asian	9	4	44%	49%	5%	14	6	43%
Science	5	Lamkin	African Am.	22	4	18%	23%	5%	40	0	0%
Science	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lamkin	White	33	9	27%	32%	5%	31	7	23%
Science	5	Lamkin	Two or More	13	2	15%	20%	5%	6	2	33%
Science	5	Lamkin	Eco. Dis.	73	7	10%	15%	5%	97	11	11%
Science	5	Lamkin	LEP Current	16	0	0%	5%	5%	20	2	10%
Science	5	Lamkin	At-Risk	65	8	12%	17%	5%	114	14	12%
Science	5	Lamkin	SPED	12	0	0%	5%	5%	21	1	5%

Lamkin

**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 47% to 57% by June 2025.

**Yearly Target Goals**

2021	2022	2023	2024	2025
47%	49%	51%	54%	57%

**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	25%	40%	61%						35%		52%	46%	
2022	27%	42%	63%	NA	NA	NA	NA	NA	37%	NA	54%	48%	NA
2023	29%	44%	65%	NA	NA	NA	NA	NA	39%	NA	56%	50%	NA
2024	32%	47%	68%	NA	NA	NA	NA	NA	42%	NA	59%	53%	NA
2025	35%	50%	71%	NA	NA	NA	NA	NA	45%	NA	62%	56%	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	25%	53%	61%						35%		58%	54%	
2022	27%	55%	63%	NA	NA	NA	NA	NA	37%	NA	60%	56%	NA
2023	29%	57%	65%	NA	NA	NA	NA	NA	39%	NA	62%	58%	NA
2024	32%	60%	68%	NA	NA	NA	NA	NA	42%	NA	65%	61%	NA
2025	35%	63%	71%	NA	NA	NA	NA	NA	45%	NA	68%	64%	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 (2<sup>nd</sup>-5<sup>th</sup>)
    - 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 2<sup>nd</sup>-5<sup>th</sup> 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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.