

# Cypress-Fairbanks Independent School District

## McFee Elementary School

### 2021-2022 Campus Improvement Plan

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

**We will 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.**

## GRIT

**McFee Elementary has **GRIT**: Students and staff members will develop the capacity to dig deep, have passion and stamina - especially struggle and sacrifice - to persevere to achieve long-term academic goals.**

**G: **Growth Mindset** - Students and staff members will take risks, learn from their mistakes, improve their academic performance by working hard, and never giving up. Teachers and students will practice continuous self-reflection to succeed and overcome challenges and persevere with effort.**

**R: **Respectful** - Students and staff members will regard each other respectfully and treat others as they wish to be treated.**

**I: **Integrity** - Students and staff members will sacrifice by choosing **COURAGE** over comfort; choosing what is **RIGHT** over what is fun or easy; choosing **PRACTICE** values rather than professing them.**

**T: Tenacity** - Students and staff members will persist and carry on despite difficulty or obstacles.

# Table of Contents

- Comprehensive Needs Assessment 5
- Needs Assessment Overview 5
- Student Achievement 6
- School Culture and Climate 8
- Staff Quality, Recruitment, and Retention 9
- Parent and Community Engagement 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
- 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. 15
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 23
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 28
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 30
- State Compensatory 32
- Budget for McFee Elementary School 33
- Personnel for McFee Elementary School 33
- Title I Personnel 33
- 2021-2022 CPOC 34
- Campus Funding Summary 35
- Addendums 36

# Comprehensive Needs Assessment

Revised/Approved: October 27, 2021

## Needs Assessment Overview

### Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: Our CPOC committee met to brainstorm and discuss campus goals. The goals, along with the data, were shared with members. From there we were able to develop strategies to address areas in need. The information was shared with the group, CIC representatives, and decisions were made regarding the best course of action for our students.

In summary, the comprehensive needs assessment denotes the following: Several of our student populations struggled in Reading and Math including:

1. Special Ed Students
2. Economically Disadvantaged students
3. LEP Students

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

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

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

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

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

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

*When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the*

*campus will provide the following documents translated to the common language:*

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

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

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office.

# Student Achievement

## Student Achievement Summary

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

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

In the Closing, the Gaps domain of the 2018-19 accountability system, the campus has been identified for Additional Targeted Support in the following area(s): Asian and Special Education

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.

The team members included: Ana Longoria, Hailey Bernard, Andi Clary, Maria Rangel, Kelli Pickle, Ricardo Martinez, Ashley Breedlove, Jessicah Franco, Citlalli Sanchez, Yvette Scott, Alma Espericueta, Cortney Lucas, Lolita Robinson, Tymeaco Crain-Christopher, Glenda Henry, Elizabeth Ross, Lori Lambert, Brenda Kubiak, Sharon Whitfield, Jennifer Soileau, Conrad King, and Doneva Kiprotich.

The team met on the following date(s): September 28, 2020

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

STAAR data for all student groups and content areas is as follows:

Approaches Level: 60%

Meets Level: 27%

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Reading: Overall, students scored 65% on STAAR. All sub pops were below target **Root Cause:** Reading: Due to COVID and virtual instruction, students have learning gaps

**Problem Statement 2:** Writing: Overall writing was at 48% for STAAR. All subpops scored below target. **Root Cause:** Writing: Due to COVID and virtual instruction, students have learning gaps.

**Problem Statement 3:** Math: Overall Math was 59% on STAAR. All subpops scored below target. **Root Cause:** Math: Due to COVID and virtual instruction, students have learning gaps.

**Problem Statement 4:** Science: Overall Science was 57% on STAAR. With the exception of white students, all subpops scored below target **Root Cause:** Science: Due to COVID and virtual instruction, students have learning gaps.

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

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

**Problem Statement 7:** Additional Targeted Support Reading (data based on 2018-19 identification): Our SpEd and Asian sub pop scored below level three consecutive years. Asian academic achievement in reading was 74%; SpEd Academic Achievement Reading was 19% **Root Cause:** Additional Targeted Support Reading; Students receive daily reading intervention to remediate skill deficits; however, it is not combined with an accelerated program designed to meet grade level standards.

**Problem Statement 8:** Additional Targeted Support Math (data based on 2018-19 identification): Our SpEd and Asian performance levels identified Additional Targeted supports for McFee **Root Cause:** Additional Targeted Support Math: McFee needs to plan instruction and using formal and informal assessments to drive instruction. We also need to be proactive in daily instruction of Number Talks and Fact Fluency to develop critical thinking and problem solving.

# School Culture and Climate

## School Culture and Climate Strengths

McFee is a GRIT campus that shares these beliefs:

1. Decisions are made based on what's best for children. We use our vision, mission, goals to focus on short and long terms goals that will benefit all students.
2. Decisions should be made at the appropriate level, and decided upon based on the competency and commitment levels of those involved to determine where decisions are made.
3. Our behavior is driven by a growth mindset and encourages empowerment throughout the school and is indicative of the level of decision-making that we are capable of doing.
4. We strive to build quality control and quality assurance strategies throughout the school as well as building in feedback opportunities to assist leaders in aligning the mission, strategies, structures, and systems to ensure quality control exist throughout the school.

We believe that all students deserve to be educated in a way that prepares them for college whether they choose to go or not. Our teachers have a collaborative spirit and believe in working together as a team in order to ensure our students are provided with the best first time instruction possible. We also believe that regardless of a staff member's position on campus, they can lead from wherever they are in the organization.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture & Climate: McFee ='s Climate & Culture continues to thrive due to collaborative approach in working together to put student's academic & behavioral needs first. **Root Cause:** Teachers need to participate in academic and behavioral Professional Development courses to improve their skills. Teachers need to continue to actively utilize "No More Teaching without Positive Relationships" to deescalate behavior & build relationships as a way of building academic scores.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus in regard to Staff Quality, Recruitment and Retention:

- High expectations for staff and students
- Teachers who are committed to teaching at-risk students and their profession

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

**Problem Statement 2:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals miss work due to COVID-19 related issues. RCA committee is creating engaging activities for lessons. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers need to return to their practices of involving students in lessons that require them to move around the room and collaborate with other students without the fear of becoming ill.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

The following are the strengths of the campus in regard to Parent and Family Engagement:

- Watch Dogs
- PALS
- Communications in Spanish/English

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Our families are encountering new challenges engaging with school staff and their students learning in person **Root Cause:** Parent and Community Engagement: Parents are reluctant to interact with teachers, or attend school activities due to COVID.

# 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)
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

# Goals

Revised/Approved: February 25, 2022

**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.

**HB3 Goal**

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> All teachers will provide extended learning opportunities to re-teach reading concepts not mastered by AA, ED, H, SPED, and LEP students during Timberwolf Tutorials. Teacher lesson plans will provide differentiated instruction for students based on their academic needs. Small group instruction will take place 4 times per week. Reading Interventionists will push in and work with students who scored "DNM" and "Approaches" on the last STAAR exam. Consultant Becky Koesel will work with PreK thru 5th-grade teachers to read Aloud Accountable Talk &amp; Guided Reading Instruction. Teachers will use monitoring notebooks, F &amp; P continuum, and RISE UP kits to promote growth. PreK will use Achieve 3000 Smarty Ants to develop Literacy Growth.</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> Principal, AP's, ELAR Instructional Specialists, Teaching staff</p> <p>Planning: Content planning will include academic conversation starters and small group higher-order thinking discussion starters.</p> <p>AP's &amp; IS's will routinely monitor teacher data notebooks.</p> <p>P/AP's will look for evidence of Small Group Instruction, Objective &amp; Closure on the Board, teachers in the power zone, evidence of academic conversations.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> Reading Intervention kits (RISE &amp; Rise Up); ESSER III; Reading Night-Title 1 \$1500.00; Take Home Reader Bags - Title 1-\$3500.; White Boards for Formative Assessments PK-3rd grade Reading - Title 1-\$575. - Title I</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Writing: Teachers will focus on composition development, revision, and editing instruction using Patterns of Power to guide and enhance writing. Consultant, Elizabeth Martin, will work with teachers on how to teach Personal Narrative and Informational essays. Consultant Karen Lowery will provide teachers with professional development using research-based practices for teaching writing concepts.</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> Principal, AP's, Instructional Specialists &amp; Teachers</p> <p>Each week, a portion of writing content planning will be used to integrate Revising/Editing; Patterns of power; written responses to reading passages.</p> <p>P/AP's will look for evidence of purposeful writing instruction; POP (revision/editing practice) &amp; Kamico.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Elizabeth Martin - Title I - \$6,000, Karen Lowery - Title I - \$6,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Math: Teachers will work with Garland Linkenhoger of MathLinks to implement research-based strategies and best practices during the classroom instruction that develops critical mathematical thinking and problem-solving skills Areas of focus include: Number talks, focal points, real-world connections, frequent use of manipulatives, and technology software to develop skills. Lessons will be structured developmentally using concrete, then representational, and finally abstract representation for all students. Teachers will develop lesson plans and deliver instruction that incorporates the 5E model.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will maintain a monitoring notebook to analyze and craft instruction to promote TEKS mastery.</p> <p><b>Staff Responsible for Monitoring:</b> IS's, Testing Coordinator, AP's, Principal will monitor student performance via daily walkthroughs. Look for's include use of academic vocabulary, small group instruction, active engagement among students.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Morning Tutorials Title 1 \$10,000.;Math Interventionist 5th &amp; 3rd grade Title 140,000.00; STEM Night Title 1 - 2000.00; Math Tutoring snacks Title 1 - 500.00; - Title I - \$150,000</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Science: Teachers will focus on students fully participating in the 5 E model of science learning. Teachers in grades 2-5 will use hands-on, critical thinking opportunities, and interactive word walls to promote instruction. Students will visit Nature Trails &amp; the Planetarium to provide real-world science experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>A/AP's, IS's will conduct daily walkthroughs and focus on academic vocabulary; hands-on experiments , small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, IS's, Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</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: 2-5 Math will work on Number Sense activities that focus on strengthening previous year's TEKS, Place Value, Multiplication, and Subtraction, fact fluency. 3-5 ELAR- Shared Reading, Grammar/Usage Practice, and Homophones. The software includes ST Math; Achieve 3000; Amira.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Each week Campus Interventionists, IS's, will analyze data and work to plan instruction to target the needs of HB 3 via Accelerated "Focused" learning 30 minutes per day.</p> <p><b>Staff Responsible for Monitoring:</b> IS's, AP's, Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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: Student Council, Weekly Read Alouds with Librarian, and Virtual STAAR Nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, IS's, Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Deepen understanding of and address specific academic needs of the AA, Hispanic, ED student groups in an effort to address the needs of all students, especially our economically disadvantaged student groups in an effort to address the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.</p> <ol style="list-style-type: none"> <li>Salaries - 3rd and 5th-grade class size reduction to ensure the academic needs of our students are met.</li> <li>Professional Development - The IS's, teaching staff, and para-professionals will attend professional development both virtually and in-person to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms in an effort to meet the instructional behavioral goals of the campus as specified in the CIP.</li> <li>Temporary Workers - Will work with students performing via small group instruction to assist in meeting and exceeding district targets.</li> <li>Instructional supplies - student instructional supplies will be used to assist in the delivery of instruction. Will identify additional targeted math and reading lessons, and include PAFE supplies to support children at home.</li> <li>Classroom library - additional books purchased for the teacher's classroom library. Books that highlight character diversity were chosen to pique the interest of students and nurture a love of reading.</li> <li>Student and PAFE snacks will be used for school tutorials before school; STEM Night, Reading Night, Academic Showcase, Watch Dog Registration, Social Media Presentation by MHIT &amp; McFee Counselors Lori Lambert and Katy Netz.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> P/SAP's, Librarian, IS's</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before School Tutoring for Kinder thru 5th graders and planning for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who attend consistently will increase their reading level by six months, and teachers will have an opportunity to plan lessons to accelerate growth.</p> <p>Students will participate in daily Timberwolf (T-Time) lessons that promote Social Emotional Learning and build character amongst students and their teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, AP's, IS's, BI</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - ESSER III - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create a Class size reduction teacher. Create an additional 2nd grade and 5th grade Class Size Reduction with experienced Math Teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> By the conclusion of June 2022 school year, 90% of students will meet the approaches or higher standard on Reading and Math STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Staffing #1: Core content area interventionist: Students in grades 2nd thru 5th will have a dedicated Math and Reading Interventionist to work with students who failed EOY assessments (DPM or STAAR). Students will be pulled into a reading/math group to work on TEK deficiencies and then accelerate instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

**Strategy's Expected Result/Impact:** By the end of the 2021-2022 school year, students in the target groups will make one year's growth(2nd through 5th) in reading. and 90% will the DPM (2nd) or reach the "Approaches" level on STAAR (3rd thru 5th).

**Staff Responsible for Monitoring:** Principal

**ESF Levers:** Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide additional academic support for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the STAAR targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Supplies and Extra Duty - Special Allotment: Compensatory Education - \$4,241</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 4: Additional Targeted Support:** By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: Asian (Academic Achievement Reading (74%), Academic Achievement Math (82%), Student Success (73%), Special Education (Academic Achievement Reading (19%), Academic Achievement Math (23%), Student Success (23%). Consultant Garland Linkenhoger will work with kinder thru 5th-grade teachers.

**Evaluation Data Sources:** STAAR Data

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Additional Targeted Support Reading: On-Campus Training, Campus Paid Training, IS's Model Teaching Practices, Creating Growth Mindset among teachers, request additional SpEd support.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Additional Targeted Support Math: On-Campus Training, Campus Paid Training, IS's Model Teaching Practices, Additional support/training from Math consultant Garland Linkenhoger.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

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

**Performance Objective 5:** During the 2021-2022 school year, primary teachers will work with parents on how they can help bridge the gap between school and home learning by providing training sessions for parents. Parents will receive PreK, Kindergarten, and 1st grade backpacks filled with developmentally appropriate activities like: calendar exercises, sorting materials, flash cards, beginning reader books that help students reinforce what they learning in school. Training events include PreK & Kindergarten Roundup and Academic Showcase.

**Summative Evaluation:** Met Objective

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

**Performance Objective 1: Student Safety:** By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented. The Safety Task Force Rep for the campus will continue to monitor/review the EOP regularly to ensure drills are executed with fidelity, and practiced on a regular basis.

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

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Students, staff, and the community will be aware of Cy-Fair Tipline and understand its purpose and how to use it. Teachers will review the Student Code of Conduct with students during the first two weeks of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase instructional classroom time by decreasing instructional interruptions. Complete mandatory drills. Student/Staff/Campus are knowledgeable of COVID-19 Lead Safely procedures, protocols, and guidelines and implements them with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Behavior Interventionist, Assistant Principal, Principal, Teachers.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</b></p> <p><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>
			
 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 96%.

**Evaluation Data Sources:** Student attendance records

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Student Attendance: Parents will be contacted by the teacher after a student is absent two days in a row. <b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 96%. <b>Staff Responsible for Monitoring:</b> Principal, Teacher	Formative		
	Nov	Feb	May
			
<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 50% AA; 50% H; 50% SpEd. The campus will focus on social/emotional learning strategies in the Action Based Learning Lab. Students will have opportunities to practice anger management strategies, conflict resolution skills, and appropriate emotional regulation techniques.

**Evaluation Data Sources:** Discipline referrals will decrease by 50% or more.

The principal, Assistant Principals, and Behavior interventionist will monitor performance.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: McFee will implement strategies learned from the Comprehensive Coordinated Early Intervening Services program offered by Student Services and Special Education department. Students with significant behavioral difficulties will be monitored closely by our Behavioral Interventionist and AP's. Will tailor Individualized Social Skill lessons tailored to target individual student goals. Daily structured check-ins, restorative practice, Book Study( No More Teaching without Positive Relationships), and CPI Verbal Intervention Training for staff members new to McFee in the 2021-2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will decrease by 50% for AA, ED, Hisp, SpEd.</p> <p><b>Staff Responsible for Monitoring:</b> BI, Teachers, AP's, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In-School Suspensions for African American, SpEd, Eco Dis, Hispanic students.</p> <p><b>Strategy's Expected Result/Impact:</b> In-School Suspensions for SPED, African Americans, Hispanic, and Eco Dis students will continue to be less than 10%. SpEd, AA, Hispanic, and Eco Dis. students will receive alternative DMC such as lunch/recess DMC. Specific behavior/anger management lessons utilizing various tools such as PBIS Rewards, Suite 360, Everyday Speech, with BI, Counselors, DMC paraprofessional, and/or AP's</p> <p><b>Staff Responsible for Monitoring:</b> BI, AP's, Counselors,Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: Students may be offered extended DMC with individualized social behavior interventions utilizing available resources such as Suite 360 and Everyday Speech in lieu of OSS.</p> <p><b>Strategy's Expected Result/Impact:</b> Out-of-school suspensions will to be less than 5% between AA, H, W, and SPED sub pops.</p> <p><b>Staff Responsible for Monitoring:</b> BI, AP's, Principals</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - Title I - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Violence Prevention: Mandatory "T-Time" occurs in the first 15 minutes with students and their homeroom teacher. Social-Emotional Learning &amp; Building students' character is the primary goals of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</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.)

**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 to 97.5%.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Motivate staff to be a school by celebrating attendance with prizes and treats for teachers with 3 absences or less every 9 weeks..</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/AP's/Campus Secretary</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 2021-2022 school year, 50% or more of teachers will receive job targeted professional development based on identified needs. Will identify needs based in part of Admin spending up to 4 hours per day in the instructional classrooms, conducting walk-throughs, reviewing monitoring notebooks, sit in on weekly plannings and review lesson plans to ensure the TEKS are aligned and content delivery is Skilled or Above in Domains I, II, III.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Staff development will be provided by staff members based on needs determined by surveying staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain more knowledge to improve instruction, impacting student progress. Math consultant supports teacher instruction by unpacking the TEKS, assisting vertical alignment, and increasing teacher knowledge of multiple instructional researched-based math concepts through direct education, observation, and feedback. The writing consultant plans with teachers to create lessons based on student needs to maximize student progress.</p> <p><b>Staff Responsible for Monitoring:</b> 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 2021-22 school year, parent and family engagement will increase by 25%.

**Evaluation Data Sources:** Parent Surveys  
Activity sign-in sheets/records for all afterschool activities

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: The parent Involvement Committee comprises teacher representatives from each grade level and AP, IS, and paras. The purpose is to strategize ways to welcome parents and the surrounding community back on campus for academic enrichment engagement activities in ELAR, Math, Science, &amp; Technology, and also provide opportunities for families to interact with staff for the 2021-2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 25%. PBIS Rewards/Data will provide an additional method of communication with parents.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Involvement Committee Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1</p> <p><b>Funding Sources:</b> PAFE Engagement - Title I - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
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): McFee Front Desk</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> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

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 Activities.</p> <ol style="list-style-type: none"> <li>1. Book Fair, October 11th thru 15th</li> <li>2. Family Fitness Night, December 7, 2021</li> <li>3. STEM Family Night, January 11, 2021</li> <li>2. Literacy Reading Night "Just Like Me" March 1, 2022</li> <li>3. McFee School Community on March 25, 2022</li> <li>3. Multi-Cultural Parade on April 2021</li> <li>4. Academic Showcase &amp; Spring Sing Concert on April 19, 2021</li> <li>5. PreK graduation May 17, 2022</li> <li>6. 5th Grade Graduation on May 24, 2022</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 75% due to the campus offering flexible meeting dates and times.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, AP's, Principal.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for McFee Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 4**

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

--

## Personnel for McFee Elementary School

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Interventionist	Primary Reading	1
Staff	Paraprofessional	Classroom Aide	1
Staff	Interventionist	Math	1

# 2021-2022 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sharon Whitfield	Principal
Administrator	Jennifer Soileau	Assistant Principal
Administrator	Cortney Lucas	Assistant Principal
Counselor	Lori Lambert	Lori.Lambert@cfisd.net
Counselor	Katy Netz	Counselor
Non-classroom Professional	Tymeaco Crain-Christopher	Primary Instructional Specialist
Non-classroom Professional	Glenda Henry	M/S Instructional Specialist
Non-classroom Professional	Doneva Kiprotich	ELAR Instructional Specialist
Classroom Teacher	Lolita Robinson	Behavior Interventionist
Non-classroom Professional	Brenda Kubiak	Librarian
District-level Professional	Jenifer Jones	ELAR Elementary Curriculum Coordinator
Business Representative	Patrika Romano	Business Representative
Community Representative	Keana Devault	Parent Representative
Classroom Teacher	Ana Longoria	Pre-K Teacher
Classroom Teacher	Keslie Dufour	Kinder Teacher
Classroom Teacher	Hannah Williams	2nd grade Teacher
Classroom Teacher	Kelli Pickle	3rd Grade Teacher
Classroom Teacher	Monica Cordova	4th Grade Teacher
Classroom Teacher	Ashley Breedlove	5th Grade Teacher
Classroom Teacher	Veronica Cecil	ECSE Teacher
Paraprofessional	Maria Amaya	Special Education Clerical Aide

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$10,000.00
<b>Sub-Total</b>					\$10,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Intervention kits (RISE & Rise Up); ESSER III; Reading Night-Title 1 \$1500.00; Take Home Reader Bags - Title 1-\$3500.; White Boards for Formative Assessments PK-3rd grade Reading - Title 1-\$575.		\$0.00
1	1	2	Elizabeth Martin		\$6,000.00
1	1	2	Karen Lowery		\$6,000.00
1	1	3	Morning Tutorials Title 1 \$10,000.;Math Interventionist 5th & 3rd grade Title 140,000.00; STEM Night Title 1 - 2000.00; Math Tutoring snacks Title 1 - 500.00;		\$150,000.00
2	3	3			\$5,000.00
4	1	1	PAFE Engagement		\$5,000.00
<b>Sub-Total</b>					\$172,000.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Extra Duty		\$4,241.00
<b>Sub-Total</b>					\$4,241.00

# 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	McFee	All	139	93	67%	80%	13%	160	133	83%
Math	3	McFee	Hispanic	79	51	65%	80%	15%	85	73	86%
Math	3	McFee	Am. Indian	*	*	*	*	*	*	*	*
Math	3	McFee	Asian	7	6	86%	100%	14%	5	4	80%
Math	3	McFee	African Am.	40	24	60%	80%	20%	57	43	75%
Math	3	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	McFee	White	10	9	90%	100%	10%	6	6	100%
Math	3	McFee	Two or More	*	*	*	*	*	7	7	100%
Math	3	McFee	Eco. Dis.	116	76	66%	80%	14%	137	113	82%
Math	3	McFee	LEP Current	47	34	72%	85%	13%	30	23	77%
Math	3	McFee	At-Risk	108	71	66%	80%	14%	115	92	80%
Math	3	McFee	SPED	10	2	20%	50%	30%	12	7	58%
Math	4	McFee	All	137	56	41%	75%	34%	147	81	55%
Math	4	McFee	Hispanic	85	38	45%	75%	30%	68	38	56%
Math	4	McFee	Am. Indian	*	*	*	*	*	*	*	*
Math	4	McFee	Asian	*	*	*	*	*	10	9	90%
Math	4	McFee	African Am.	43	12	28%	50%	22%	52	24	46%
Math	4	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	McFee	White	*	*	*	*	*	11	7	64%
Math	4	McFee	Two or More	*	*	*	*	*	*	*	*
Math	4	McFee	Eco. Dis.	122	49	40%	70%	30%	122	64	52%
Math	4	McFee	LEP Current	41	13	32%	70%	38%	40	24	60%
Math	4	McFee	At-Risk	80	37	46%	75%	29%	99	51	52%
Math	4	McFee	SPED	12	1	8%	50%	42%	7	1	14%
Math	5	McFee	All	138	94	68%	80%	12%	155	118	76%
Math	5	McFee	Hispanic	73	47	64%	80%	16%	96	75	78%
Math	5	McFee	Am. Indian	*	*	*	*	*	*	*	*
Math	5	McFee	Asian	9	9	100%	100%	0%	*	*	*
Math	5	McFee	African Am.	42	27	64%	80%	16%	49	35	71%
Math	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	McFee	White	8	6	75%	85%	10%	*	*	*
Math	5	McFee	Two or More	*	*	*	*	*	5	4	80%
Math	5	McFee	Eco. Dis.	111	79	71%	85%	14%	132	99	75%
Math	5	McFee	LEP Current	23	12	52%	70%	18%	45	32	71%
Math	5	McFee	At-Risk	98	64	65%	75%	10%	128	95	74%
Math	5	McFee	SPED	*	*	*	*	*	14	6	43%

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

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	McFee	All	138	93	67%	80%	13%	160	119	74%
Reading	3	McFee	Hispanic	78	52	67%	80%	13%	85	66	78%
Reading	3	McFee	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	McFee	Asian	7	7	100%	100%	0%	5	4	80%
Reading	3	McFee	African Am.	40	24	60%	80%	20%	57	37	65%
Reading	3	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	McFee	White	10	9	90%	100%	10%	6	5	83%
Reading	3	McFee	Two or More	*	*	*	*	*	7	7	100%
Reading	3	McFee	Eco. Dis.	115	75	65%	80%	15%	137	101	74%
Reading	3	McFee	LEP Current	46	29	63%	80%	17%	30	17	57%
Reading	3	McFee	At-Risk	107	68	64%	80%	16%	115	79	69%
Reading	3	McFee	SPED	10	2	20%	50%	30%	12	6	50%
Reading	4	McFee	All	136	76	56%	80%	24%	146	112	77%
Reading	4	McFee	Hispanic	84	45	54%	80%	26%	68	51	75%
Reading	4	McFee	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	McFee	Asian	*	*	*	*	*	10	8	80%
Reading	4	McFee	African Am.	42	25	60%	80%	20%	51	38	75%
Reading	4	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	McFee	White	*	*	*	*	*	11	11	100%
Reading	4	McFee	Two or More	*	*	*	*	*	*	*	*
Reading	4	McFee	Eco. Dis.	121	65	54%	80%	26%	121	89	74%
Reading	4	McFee	LEP Current	41	13	32%	60%	28%	40	28	70%
Reading	4	McFee	At-Risk	79	42	53%	80%	27%	99	72	73%
Reading	4	McFee	SPED	12	2	17%	50%	33%	7	3	43%
Reading	5	McFee	All	139	99	71%	80%	9%	156	116	74%
Reading	5	McFee	Hispanic	73	50	68%	80%	12%	97	71	73%
Reading	5	McFee	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	McFee	Asian	9	9	100%	100%	0%	*	*	*
Reading	5	McFee	African Am.	43	29	67%	80%	13%	49	37	76%
Reading	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	McFee	White	8	7	88%	100%	12%	*	*	*
Reading	5	McFee	Two or More	*	*	*	*	*	5	4	80%
Reading	5	McFee	Eco. Dis.	112	79	71%	85%	14%	133	96	72%
Reading	5	McFee	LEP Current	23	11	48%	80%	32%	45	27	60%
Reading	5	McFee	At-Risk	99	66	67%	80%	13%	129	93	72%
Reading	5	McFee	SPED	*	*	*	*	*	14	5	36%

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	McFee	All	138	78	57%	80%	23%	156	107	69%
Science	5	McFee	Hispanic	72	37	51%	80%	29%	97	69	71%
Science	5	McFee	Am. Indian	*	*	*	*	*	*	*	*
Science	5	McFee	Asian	9	9	100%	80%	-20%	*	*	*
Science	5	McFee	African Am.	43	22	51%	80%	29%	49	29	59%
Science	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	McFee	White	8	6	75%	80%	5%	*	*	*
Science	5	McFee	Two or More	*	*	*	*	*	5	5	100%
Science	5	McFee	Eco. Dis.	112	66	59%	80%	21%	133	89	67%
Science	5	McFee	LEP Current	23	8	35%	80%	45%	45	26	58%
Science	5	McFee	At-Risk	100	53	53%	80%	27%	129	84	65%
Science	5	McFee	SPED	*	*	*	*	*	14	6	43%

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	McFee	All	137	23	17%	40%	23%	147	35	24%
Math	4	McFee	Hispanic	85	19	22%	40%	18%	68	16	24%
Math	4	McFee	Am. Indian	*	*	*	*	*	*	*	*
Math	4	McFee	Asian	*	*	*	*	*	10	6	60%
Math	4	McFee	African Am.	43	2	5%	40%	35%	52	4	8%
Math	4	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	McFee	White	*	*	*	*	*	11	6	55%
Math	4	McFee	Two or More	*	*	*	*	*	*	*	*
Math	4	McFee	Eco. Dis.	122	19	16%	40%	24%	122	26	21%
Math	4	McFee	LEP Current	41	4	10%	40%	30%	40	11	28%
Math	4	McFee	At-Risk	80	16	20%	40%	20%	99	20	20%
Math	4	McFee	SPED	12	1	8%	40%	32%	7	1	14%
Math	5	McFee	All	138	48	35%	50%	15%	155	72	46%
Math	5	McFee	Hispanic	73	22	30%	50%	20%	96	47	49%
Math	5	McFee	Am. Indian	*	*	*	*	*	*	*	*
Math	5	McFee	Asian	9	5	56%	75%	19%	*	*	*
Math	5	McFee	African Am.	42	14	33%	50%	17%	49	19	39%
Math	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	McFee	White	8	3	38%	50%	12%	*	*	*
Math	5	McFee	Two or More	*	*	*	*	*	5	2	40%
Math	5	McFee	Eco. Dis.	111	39	35%	50%	15%	132	57	43%
Math	5	McFee	LEP Current	23	1	4%	40%	36%	45	13	29%
Math	5	McFee	At-Risk	98	28	29%	40%	11%	128	53	41%
Math	5	McFee	SPED	*	*	*	*	*	14	4	29%
Reading	4	McFee	All	136	31	23%	50%	27%	146	70	48%
Reading	4	McFee	Hispanic	84	21	25%	50%	25%	68	34	50%
Reading	4	McFee	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	McFee	Asian	*	*	*	*	*	10	8	80%
Reading	4	McFee	African Am.	42	9	21%	50%	29%	51	20	39%
Reading	4	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	McFee	White	*	*	*	*	*	11	5	45%
Reading	4	McFee	Two or More	*	*	*	*	*	*	*	*
Reading	4	McFee	Eco. Dis.	121	25	21%	50%	29%	121	54	45%
Reading	4	McFee	LEP Current	41	1	2%	50%	48%	40	18	45%
Reading	4	McFee	At-Risk	79	17	22%	50%	28%	99	42	42%
Reading	4	McFee	SPED	12	1	8%	50%	42%	7	0	0%

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

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	McFee	All	139	53	38%	43%	5%	156	86	55%
Reading	5	McFee	Hispanic	73	26	36%	50%	14%	97	54	56%
Reading	5	McFee	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	McFee	Asian	9	4	44%	50%	6%	*	*	*
Reading	5	McFee	African Am.	43	15	35%	50%	15%	49	25	51%
Reading	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	McFee	White	8	4	50%	70%	20%	*	*	*
Reading	5	McFee	Two or More	*	*	*	*	*	5	4	80%
Reading	5	McFee	Eco. Dis.	112	39	35%	70%	35%	133	69	52%
Reading	5	McFee	LEP Current	23	3	13%	50%	37%	45	17	38%
Reading	5	McFee	At-Risk	99	31	31%	50%	19%	129	65	50%
Reading	5	McFee	SPED	*	*	*	*	*	14	4	29%
Science	5	McFee	All	138	29	21%	50%	29%	156	66	42%
Science	5	McFee	Hispanic	72	11	15%	50%	35%	97	43	44%
Science	5	McFee	Am. Indian	*	*	*	*	*	*	*	*
Science	5	McFee	Asian	9	4	44%	80%	36%	*	*	*
Science	5	McFee	African Am.	43	8	19%	50%	31%	49	18	37%
Science	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	McFee	White	8	3	38%	50%	12%	*	*	*
Science	5	McFee	Two or More	*	*	*	*	*	5	1	20%
Science	5	McFee	Eco. Dis.	112	20	18%	40%	22%	133	56	42%
Science	5	McFee	LEP Current	23	0	0%	40%	40%	45	13	29%
Science	5	McFee	At-Risk	100	17	17%	50%	33%	129	50	39%
Science	5	McFee	SPED	*	*	*	*	*	14	3	21%

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	McFee	All	139	12	9%	40%	31%	160	29	18%
Math	3	McFee	Hispanic	79	7	9%	40%	31%	85	15	18%
Math	3	McFee	Am. Indian	*	*	*	*	*	*	*	*
Math	3	McFee	Asian	7	3	43%	70%	27%	5	2	40%
Math	3	McFee	African Am.	40	1	3%	50%	47%	57	6	11%
Math	3	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	McFee	White	10	1	10%	50%	40%	6	4	67%
Math	3	McFee	Two or More	*	*	*	*	*	7	2	29%
Math	3	McFee	Eco. Dis.	116	9	8%	50%	42%	137	26	19%
Math	3	McFee	LEP Current	47	3	6%	40%	34%	30	6	20%
Math	3	McFee	At-Risk	108	10	9%	50%	41%	115	11	10%
Math	3	McFee	SPED	10	0	0%	40%	40%	12	0	0%
Math	4	McFee	All	137	10	7%	40%	33%	147	18	12%
Math	4	McFee	Hispanic	85	7	8%	40%	32%	68	9	13%
Math	4	McFee	Am. Indian	*	*	*	*	*	*	*	*
Math	4	McFee	Asian	*	*	*	*	*	10	5	50%
Math	4	McFee	African Am.	43	1	2%	40%	38%	52	0	0%
Math	4	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	McFee	White	*	*	*	*	*	11	3	27%
Math	4	McFee	Two or More	*	*	*	*	*	*	*	*
Math	4	McFee	Eco. Dis.	122	7	6%	42%	36%	122	10	8%
Math	4	McFee	LEP Current	41	1	2%	7%	5%	40	6	15%
Math	4	McFee	At-Risk	80	4	5%	30%	25%	99	12	12%
Math	4	McFee	SPED	12	0	0%	30%	30%	7	1	14%
Math	5	McFee	All	138	24	17%	40%	23%	155	34	22%
Math	5	McFee	Hispanic	73	11	15%	40%	25%	96	26	27%
Math	5	McFee	Am. Indian	*	*	*	*	*	*	*	*
Math	5	McFee	Asian	9	4	44%	60%	16%	*	*	*
Math	5	McFee	African Am.	42	5	12%	40%	28%	49	5	10%
Math	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	McFee	White	8	2	25%	40%	15%	*	*	*
Math	5	McFee	Two or More	*	*	*	*	*	5	1	20%
Math	5	McFee	Eco. Dis.	111	19	17%	40%	23%	132	24	18%
Math	5	McFee	LEP Current	23	0	0%	30%	30%	45	7	16%
Math	5	McFee	At-Risk	98	17	17%	30%	13%	128	24	19%
Math	5	McFee	SPED	*	*	*	*	*	14	0	0%

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

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	McFee	All	138	16	12%	30%	18%	160	46	29%
Reading	3	McFee	Hispanic	78	10	13%	30%	17%	85	24	28%
Reading	3	McFee	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	McFee	Asian	7	2	29%	50%	21%	5	3	60%
Reading	3	McFee	African Am.	40	2	5%	30%	25%	57	11	19%
Reading	3	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	McFee	White	10	1	10%	35%	25%	6	4	67%
Reading	3	McFee	Two or More	*	*	*	*	*	7	4	57%
Reading	3	McFee	Eco. Dis.	115	13	11%	40%	29%	137	38	28%
Reading	3	McFee	LEP Current	46	2	4%	50%	46%	30	4	13%
Reading	3	McFee	At-Risk	107	12	11%	40%	29%	115	25	22%
Reading	3	McFee	SPED	10	0	0%	30%	30%	12	1	8%
Reading	4	McFee	All	136	12	9%	30%	21%	146	34	23%
Reading	4	McFee	Hispanic	84	7	8%	30%	22%	68	12	18%
Reading	4	McFee	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	McFee	Asian	*	*	*	*	*	10	6	60%
Reading	4	McFee	African Am.	42	4	10%	30%	20%	51	10	20%
Reading	4	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	McFee	White	*	*	*	*	*	11	4	36%
Reading	4	McFee	Two or More	*	*	*	*	*	*	*	*
Reading	4	McFee	Eco. Dis.	121	11	9%	20%	11%	121	22	18%
Reading	4	McFee	LEP Current	41	1	2%	20%	18%	40	7	18%
Reading	4	McFee	At-Risk	79	5	6%	25%	19%	99	17	17%
Reading	4	McFee	SPED	12	0	0%	5%	5%	7	0	0%
Reading	5	McFee	All	139	31	22%	40%	18%	156	43	28%
Reading	5	McFee	Hispanic	73	14	19%	40%	21%	97	28	29%
Reading	5	McFee	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	McFee	Asian	9	4	44%	60%	16%	*	*	*
Reading	5	McFee	African Am.	43	9	21%	40%	19%	49	14	29%
Reading	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	McFee	White	8	2	25%	50%	25%	*	*	*
Reading	5	McFee	Two or More	*	*	*	*	*	5	0	0%
Reading	5	McFee	Eco. Dis.	112	22	20%	40%	20%	133	37	28%
Reading	5	McFee	LEP Current	23	1	4%	40%	36%	45	5	11%
Reading	5	McFee	At-Risk	99	18	18%	40%	22%	129	31	24%
Reading	5	McFee	SPED	*	*	*	*	*	14	0	0%

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

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	McFee	All	138	11	8%	40%	32%	156	24	15%
Science	5	McFee	Hispanic	72	5	7%	40%	33%	97	17	18%
Science	5	McFee	Am. Indian	*	*	*	*	*	*	*	*
Science	5	McFee	Asian	9	2	22%	50%	28%	*	*	*
Science	5	McFee	African Am.	43	3	7%	40%	33%	49	5	10%
Science	5	McFee	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	McFee	White	8	1	13%	50%	37%	*	*	*
Science	5	McFee	Two or More	*	*	*	*	*	5	1	20%
Science	5	McFee	Eco. Dis.	112	7	6%	40%	34%	133	20	15%
Science	5	McFee	LEP Current	23	0	0%	40%	40%	45	5	11%
Science	5	McFee	At-Risk	100	8	8%	40%	32%	129	17	13%
Science	5	McFee	SPED	*	*	*	*	*	14	1	7%

**McFee**

**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 41% to 51% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
41%	43%	45%	48%	51%

**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	49%	34%							38%		41%	42%	38%
2022	51%	36%	NA	NA	NA	NA	NA	NA	40%	NA	43%	44%	40%
2023	53%	38%	NA	NA	NA	NA	NA	NA	42%	NA	45%	46%	42%
2024	56%	41%	NA	NA	NA	NA	NA	NA	45%	NA	48%	49%	45%
2025	59%	44%	NA	NA	NA	NA	NA	NA	48%	NA	51%	52%	48%

**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 42% to 52% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
42%	44%	46%	49%	52%

**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	43%	34%							42%		43%	42%	43%
2022	45%	36%	NA	NA	NA	NA	NA	NA	44%	NA	45%	44%	45%
2023	47%	38%	NA	NA	NA	NA	NA	NA	46%	NA	47%	46%	47%
2024	50%	41%	NA	NA	NA	NA	NA	NA	49%	NA	50%	49%	50%
2025	53%	44%	NA	NA	NA	NA	NA	NA	52%	NA	53%	52%	53%

# 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.