

# **Cypress-Fairbanks Independent School District**

## **Metcalf Elementary School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

## Cypress-Fairbanks Independent School District's Mission Statement

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

## Metcalf Elementary's Mission Statement

Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards. Students' behavior will exemplify the skills, attitudes, and/or practices characteristic of productive, community-minded adults; citizenship, self-esteem, respect for others, accountability for actions, and healthful lifestyles.

## Vision

LEAD: Learn, Empower, Achieve, Dream.

We see ourselves as being an exemplary campus, meeting the needs of all of our students and serving as a model for other schools to emulate.

## HOWDY

Positive Behavior Intervention and Supports is a systemic approach designed to promote and maximize academic achievement and behavioral competence.

### METCALF'S HOWDY:

Honesty

Organized

Wise Choices

Do my best!

Yes, I can!

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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 CPOC team met and discussed the most current data. The data was printed by the principal and we met in small groups. It was determined that we need to focus on specific strategies for our white and Asian students.

In summary, the comprehensive needs assessment denotes the following: It was determined that we need to focus on on specific strategies for our white and Asian 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, the front office, and the Church Without Walls.

# Student Achievement

## Student Achievement Strengths

Math:

- 3rd Grade - Approaches Grade Level Standard : LEP, SPED
- 4th Grade Approaches Grade Level Standard : African American, LEP
- 4th Grade - Meets Grade Level Standard :Asian, African American, Economically Disadvantaged and LEP
- 4th Grade - Masters Grade Level Standard: Asian and African American
- 5th Grade - Meets Grade Level Standards: Asian, African American.
- 5th Grade - Masters Grade Level Standards: Asian, At Risk, African American.

Reading:

- 3rd Grade Approaches Level Standards : LEP, SPED
- 3rd Grade Meets Level Standards : SPED
- 3rd Grade Masters Level Standards : LEP
- 4th Grade Approaches Level Standards : African American
- 4th Grade Meets Grade Level Standards: Asian African American, LEP
- 4th Grade Masters Grade Level Standards: Asian, African American, Economically Disadvantaged.
- 5th Grade Approaches Grade Level Standards : African American
- 5th Grade Meets Grade Level Standards :Asian, African American
- 5th Grade Masters Grade Level Standards: Asian, African American, Hispanic, Economically Disadvantaged, LEP

Science :

- 5th Grade Meets Grade Level Standards : Asian, African American
- 5th Grade Masters Grade Level Standards : Asian

Writing :

- 4th Grade Masters Level Standards : Economically Disadvantaged.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: Our Hispanic and Special Education student populations underperformed in comparison with other student populations. **Root Cause:** Reading: Not all staff are consistently implementing for targeted small group instruction.

**Problem Statement 2:** Writing:Our Hispanic, ED and Special Education student populations underperformed below grade level standard. **Root Cause:** Writing: Not all staff are consistently developing student interest and effort in Writing.

**Problem Statement 3:** Math:Our Hispanic, LEP and Special Education student populations underperformed in comparison with other student populations. **Root Cause:** Math:Not all staff are consistently implementing instruction based on their students' individual needs.

**Problem Statement 4:** Science: Our LEP and Special Education populations underperformed in comparison with other other student populations. **Root Cause:** Science: All students are not provided with adequate opportunities to use strategies for questions processing and comprehension in small group 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.

**Problem Statement 7:** Targeted Support and Improvement Reading (data based on 2018-19 identification): Asian achievement has decreased at Metcalf. **Root Cause:** Targeted Support and Improvement Reading: Teachers were focused on only achievement and not focused on growth.

**Problem Statement 8:** Targeted Support and Improvement Math (data based on 2018-19 identification): Interventions are not targeted to address growth in the Asian populations. **Root Cause:** Targeted Support and Improvement Math: We were too focused on achievement and not focused on the growth.

# School Culture and Climate

## School Culture and Climate Strengths

Student Attendance

Discipline

Campus Safety

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: The teachers do not feel heard at times. **Root Cause:** School Culture and Climate: The teachers wanted to provide more input with the staff development.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

We have a high teacher retention rate.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: We would like to improve the attendance of the teachers and the paraprofessionals. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals need to be provided incentives for attendance.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

Family Night

Parent Homework and Digital Resources Training

Parent Engagement Trainings

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: We would like to increase our parent involvement. **Root Cause:** Parent and Community Engagement: We need to gather more parent involvement through our PTO.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

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

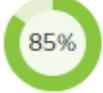
# Goals

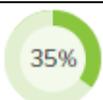
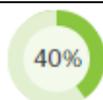
**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> The teachers will make the lessons more relevant to students.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Assistant Principals                      Instructional Specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4  <b>Funding Sources:</b> - Title I - \$66,000, - Title I - \$6,700</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> There will be an assigned teacher to come up with activities and anchor charts and demonstrate how to teach the lesson.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Assistant Principals                      Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> The students will participate in Metcalf Speaks and Writes.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Assistant Principal                      Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: Have planning strategies for Math: Pre-read teacher notes (each teacher), assign a timekeeper for each session.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Assistant Principals  Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: We will teach in small groups.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Assistant Principals  Instructional Specialist</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: 30 minutes of direct targeted instruction  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Assistant Principals  Instructional Specialist</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 : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Jewels and Gents, Character Education  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</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 White and Asian student groups in an effort to address the needs of all students, particularly at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Metcalf will implement the following measures so that students will meet or exceed the STAAR targets on the attached data table.</p> <ol style="list-style-type: none"> <li>1) Assign Title I funds to employ supplemental staff--two interventionists and an instructional paraprofessional.</li> <li>2) Provide extra-duty pay for teaching staff to provide tutorial sessions outside the regular school day.</li> <li>3) Engage professional development services.</li> <li>4) Obtain site licenses to online resources for students.</li> <li>5) Purchase supplemental classroom instructional supplies and materials.</li> <li>6) Provide students with reading/writing journals.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Instructional Specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Salaries - Title I - \$141,500, Extra Duty Pay - Title I - \$23,000, Professional Development - Title I - \$7,000, Subscriptions-Reading A-Z, Educational Galaxy - Title I - \$7,950, Instructional Materials - Title I - \$2,000, Reading and Writing Journals - Title I - \$4,000, Paper and Print Cartridges - Title I - \$4,000</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> Extended Day Learning Tutorials . We will invite students for after school tutorials camp to tutor in core content areas of Reading and Math based on the current data. Teacher will re-teach the key concepts and skills to close the learning gaps. We will invite students based on STAAR,DPM and Benchmark data. We will focus on ED, LEP, Sped, Asian and White special populations. These after school tutorials will also address required hours for Accelerated Learning Instruction mandated by HB 4545.</p> <p>We have hired a specialized teacher in Reading content to re-teach key concepts to close the learning gaps. We have created groups based on STAAR and DPM Data for targeted instruction for ED, LEP, Sped populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending afternoon tutorials will have a 50% increase in growth between pre and post assessments. Students receiving specialized instruction will have 50% increase in growth between pre and post assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Extended day tutorials teachers' compensation, Closing the Gaps teachers' compensation. - ESSER III - \$100,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 35%	 45%	 90%
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Class size reduction teacher (5th grade)</p> <p><b>Strategy's Expected Result/Impact:</b> At the end of the 2021-2022 school year, 85% of students in this class will meet the "Approaches or Master" standard on the 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>
	 35%	 45%	 85%
 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:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Throughout 2021-22 school year, we will use SCE funds for instructional materials to enhance targeted instruction and increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> With SCE funds instructional materials our At Risk student performance will increase by 50% for pre and post assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Supplies - Special Allotment: Compensatory Education - \$2,747</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Targeted Support and Improvement Reading: We will provide targeted interventions for Asian and White Students.</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>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> Targeted Support and Improvement Math: Pre-read teacher notes (each teacher), assign a timekeeper for each session.</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>Targeted Support Strategy</b></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 1: Student Safety:** By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: We will create Emergency Bags for every teacher.  <b>Strategy's Expected Result/Impact:</b> The teachers will be prepared for emergencies.  <b>Staff Responsible for Monitoring:</b> Assistant Principals</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.  <b>Staff Responsible for Monitoring:</b> Assistant Principals</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 3%.

**Evaluation Data Sources:** Student attendance records

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: The students will receive certificates per semester for perfect attendance.  <b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 96.7%.  <b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 3: Restorative Discipline:** By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 2%.

**Evaluation Data Sources:** Discipline reports

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Restorative Discipline: Morning Meetings, Counseling Activities <b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 2%. <b>Staff Responsible for Monitoring:</b> Assistant Principals	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> In School Suspensions Project Safety, Class Meetings <b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 2%. <b>Staff Responsible for Monitoring:</b> Assistant Principals	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Out of School Suspensions: Class Meetings <b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 2%. <b>Staff Responsible for Monitoring:</b> Assistant Principals	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Special Opportunity School (SOS) Placements: Class Meetings <b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will be reduced by 1%. <b>Staff Responsible for Monitoring:</b> Assistant Principals	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Violence Prevention: Class Meetings <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0% <b>Staff Responsible for Monitoring:</b> Assistant Principals	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 326 661 370">  No Progress         </div> <div data-bbox="762 326 980 370">  Accomplished         </div> <div data-bbox="1079 326 1331 370">  Continue/Modify         </div> <div data-bbox="1432 326 1627 370">  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:** Significant progress made toward meeting 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 3%.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: We will pass out perfect attendance certificates.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</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:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Schoology, Model Classroom Project</p> <p><b>Strategy's Expected Result/Impact:</b> Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2021-22 school year, parent and family engagement will increase by 3%.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Host virtual activities for parents, and provide take-home books and materials for engaging activities and games that students can play and learn with their families.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p><b>Funding Sources:</b> PAFE Supplies - Title I - \$7,600</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: 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): The Church Without Walls</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>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 meetings. September 22nd, October 15th, November 10th</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 3% due to the campus offering flexible meeting dates and times.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</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 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>			

# State Compensatory

## Budget for Metcalf Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 5**

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

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## Personnel for Metcalf Elementary School

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Interventionist	ELAR	1
Staff	Interventionist	ELAR	1
Staff	Teacher	Class-size Reduction	1

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extended day tutorials teachers' compensation, Closing the Gaps teachers' compensation.		\$100,000.00
<b>Sub-Total</b>					\$100,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$6,700.00
1	1	1			\$66,000.00
1	1	8	Subscriptions-Reading A-Z, Educational Galaxy		\$7,950.00
1	1	8	Extra Duty Pay		\$23,000.00
1	1	8	Instructional Materials		\$2,000.00
1	1	8	Paper and Print Cartridges		\$4,000.00
1	1	8	Salaries		\$141,500.00
1	1	8	Reading and Writing Journals		\$4,000.00
1	1	8	Professional Development		\$7,000.00
4	1	1	PAFE Supplies		\$7,600.00
<b>Sub-Total</b>					\$269,750.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$2,747.00
<b>Sub-Total</b>					\$2,747.00

# 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	Metcalf	All	107	57	53%	60%	7%	83	59	71%
Math	3	Metcalf	Hispanic	72	40	56%	61%	5%	47	32	68%
Math	3	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Metcalf	Asian	*	*	*	*	*	9	7	78%
Math	3	Metcalf	African Am.	26	10	38%	45%	7%	21	16	76%
Math	3	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Metcalf	White	*	*	*	*	*	6	4	67%
Math	3	Metcalf	Two or More	*	*	*	*	*	*	*	*
Math	3	Metcalf	Eco. Dis.	85	42	49%	54%	5%	69	46	67%
Math	3	Metcalf	LEP Current	27	10	37%	43%	6%	16	6	38%
Math	3	Metcalf	At-Risk	80	42	53%	55%	2%	68	46	68%
Math	3	Metcalf	SPED	9	6	67%	72%	5%	9	2	22%
Math	4	Metcalf	All	96	56	58%	64%	6%	116	86	74%
Math	4	Metcalf	Hispanic	65	33	51%	56%	5%	71	53	75%
Math	4	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Metcalf	Asian	9	8	89%	94%	5%	*	*	*
Math	4	Metcalf	African Am.	17	11	65%	70%	5%	32	22	69%
Math	4	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Metcalf	White	*	*	*	*	*	7	5	71%
Math	4	Metcalf	Two or More	*	*	*	*	*	*	*	*
Math	4	Metcalf	Eco. Dis.	73	40	55%	60%	5%	98	71	72%
Math	4	Metcalf	LEP Current	20	12	60%	65%	5%	31	20	65%
Math	4	Metcalf	At-Risk	51	30	59%	54%	-5%	92	67	73%
Math	4	Metcalf	SPED	6	1	17%	22%	5%	7	3	43%
Math	5	Metcalf	All	107	74	69%	75%	6%	98	86	88%
Math	5	Metcalf	Hispanic	70	51	73%	78%	5%	62	51	82%
Math	5	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Metcalf	Asian	7	5	71%	76%	5%	10	10	100%
Math	5	Metcalf	African Am.	18	10	56%	61%	5%	20	20	100%
Math	5	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Metcalf	White	6	3	50%	55%	5%	*	*	*
Math	5	Metcalf	Two or More	*	*	*	*	*	*	*	*
Math	5	Metcalf	Eco. Dis.	87	59	68%	73%	5%	75	65	87%
Math	5	Metcalf	LEP Current	25	12	48%	53%	5%	26	20	77%
Math	5	Metcalf	At-Risk	79	51	65%	70%	5%	76	65	86%
Math	5	Metcalf	SPED	8	2	25%	30%	5%	9	5	56%

Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability  
**2021-22 Approaches CIP Targets**

The targets listed below meet minimum expectations.  
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Metcalf	All	106	68	64%	69%	5%	83	67	81%
Reading	3	Metcalf	Hispanic	72	45	63%	68%	5%	47	38	81%
Reading	3	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Metcalf	Asian	*	*	*	*	*	9	7	78%
Reading	3	Metcalf	African Am.	26	16	62%	67%	5%	21	18	86%
Reading	3	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Metcalf	White	*	*	*	*	*	6	4	67%
Reading	3	Metcalf	Two or More	*	*	*	*	*	*	*	*
Reading	3	Metcalf	Eco. Dis.	84	50	60%	65%	5%	69	54	78%
Reading	3	Metcalf	LEP Current	27	12	44%	50%	6%	16	7	44%
Reading	3	Metcalf	At-Risk	80	48	60%	65%	5%	68	52	76%
Reading	3	Metcalf	SPED	9	5	56%	61%	5%	9	3	33%
Reading	4	Metcalf	All	96	66	69%	74%	5%	116	88	76%
Reading	4	Metcalf	Hispanic	65	40	62%	67%	5%	71	54	76%
Reading	4	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Metcalf	Asian	9	9	100%	100%	0%	*	*	*
Reading	4	Metcalf	African Am.	17	13	76%	80%	4%	32	25	78%
Reading	4	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Metcalf	White	*	*	*	*	*	7	4	57%
Reading	4	Metcalf	Two or More	*	*	*	*	*	*	*	*
Reading	4	Metcalf	Eco. Dis.	73	49	67%	72%	5%	98	72	73%
Reading	4	Metcalf	LEP Current	20	8	40%	46%	6%	31	17	55%
Reading	4	Metcalf	At-Risk	51	32	63%	68%	5%	92	67	73%
Reading	4	Metcalf	SPED	6	1	17%	21%	4%	7	2	29%
Reading	5	Metcalf	All	107	73	68%	73%	5%	98	84	86%
Reading	5	Metcalf	Hispanic	70	44	63%	68%	5%	62	52	84%
Reading	5	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Metcalf	Asian	7	5	71%	76%	5%	10	10	100%
Reading	5	Metcalf	African Am.	18	15	83%	88%	5%	20	17	85%
Reading	5	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Metcalf	White	6	4	67%	72%	5%	*	*	*
Reading	5	Metcalf	Two or More	*	*	*	*	*	*	*	*
Reading	5	Metcalf	Eco. Dis.	87	56	64%	69%	5%	75	65	87%
Reading	5	Metcalf	LEP Current	25	7	28%	35%	7%	26	18	69%
Reading	5	Metcalf	At-Risk	79	48	61%	66%	5%	76	63	83%
Reading	5	Metcalf	SPED	8	0	0%	5%	5%	9	3	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	
					#	%				#	%
Science	5	Metcalfe	All	107	69	64%	71%	7%	98	83	85%
Science	5	Metcalfe	Hispanic	72	45	63%	69%	6%	62	51	82%
Science	5	Metcalfe	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Metcalfe	Asian	7	5	71%	77%	6%	10	9	90%
Science	5	Metcalfe	African Am.	18	10	56%	61%	5%	20	18	90%
Science	5	Metcalfe	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Metcalfe	White	*	*	*	*	*	*	*	*
Science	5	Metcalfe	Two or More	*	*	*	*	*	*	*	*
Science	5	Metcalfe	Eco. Dis.	85	54	64%	70%	6%	75	65	87%
Science	5	Metcalfe	LEP Current	23	9	39%	46%	7%	26	18	69%
Science	5	Metcalfe	At-Risk	77	47	61%	66%	5%	76	63	83%
Science	5	Metcalfe	SPED	8	0	0%	5%	5%	9	5	56%

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	Metcalfe	All	96	30	31%	36%	5%	116	49	42%
Math	4	Metcalfe	Hispanic	65	16	25%	30%	5%	71	31	44%
Math	4	Metcalfe	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Metcalfe	Asian	9	6	67%	72%	5%	*	*	*
Math	4	Metcalfe	African Am.	17	6	35%	40%	5%	32	10	31%
Math	4	Metcalfe	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Metcalfe	White	*	*	*	*	*	7	4	57%
Math	4	Metcalfe	Two or More	*	*	*	*	*	*	*	*
Math	4	Metcalfe	Eco. Dis.	73	20	27%	32%	5%	98	40	41%
Math	4	Metcalfe	LEP Current	20	6	30%	35%	5%	31	8	26%
Math	4	Metcalfe	At-Risk	51	15	29%	34%	5%	92	34	37%
Math	4	Metcalfe	SPED	6	1	17%	22%	5%	7	2	29%
Math	5	Metcalfe	All	107	38	36%	41%	5%	98	69	70%
Math	5	Metcalfe	Hispanic	70	23	33%	38%	5%	62	41	66%
Math	5	Metcalfe	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Metcalfe	Asian	7	5	71%	76%	5%	10	10	100%
Math	5	Metcalfe	African Am.	18	6	33%	38%	5%	20	14	70%
Math	5	Metcalfe	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Metcalfe	White	6	2	33%	38%	5%	*	*	*
Math	5	Metcalfe	Two or More	*	*	*	*	*	*	*	*
Math	5	Metcalfe	Eco. Dis.	87	28	32%	37%	5%	75	49	65%
Math	5	Metcalfe	LEP Current	25	4	16%	21%	5%	26	13	50%
Math	5	Metcalfe	At-Risk	79	24	30%	35%	5%	76	50	66%
Math	5	Metcalfe	SPED	8	0	0%	5%	5%	9	2	22%
Reading	4	Metcalfe	All	96	33	34%	39%	5%	116	62	53%
Reading	4	Metcalfe	Hispanic	65	19	29%	34%	5%	71	35	49%
Reading	4	Metcalfe	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Metcalfe	Asian	9	5	56%	61%	5%	*	*	*
Reading	4	Metcalfe	African Am.	17	7	41%	46%	5%	32	18	56%
Reading	4	Metcalfe	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Metcalfe	White	*	*	*	*	*	7	4	57%
Reading	4	Metcalfe	Two or More	*	*	*	*	*	*	*	*
Reading	4	Metcalfe	Eco. Dis.	73	24	33%	39%	6%	98	50	51%
Reading	4	Metcalfe	LEP Current	20	4	20%	25%	5%	31	8	26%
Reading	4	Metcalfe	At-Risk	51	16	31%	36%	5%	92	45	49%
Reading	4	Metcalfe	SPED	6	0	0%	5%	5%	7	2	29%

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	Metcalf	All	107	47	44%	49%	5%	98	66	67%
Reading	5	Metcalf	Hispanic	70	28	40%	41%	1%	62	40	65%
Reading	5	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Metcalf	Asian	7	4	57%	62%	5%	10	9	90%
Reading	5	Metcalf	African Am.	18	8	44%	50%	6%	20	14	70%
Reading	5	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Metcalf	White	6	3	50%	55%	5%	*	*	*
Reading	5	Metcalf	Two or More	*	*	*	*	*	*	*	*
Reading	5	Metcalf	Eco. Dis.	87	35	40%	45%	5%	75	50	67%
Reading	5	Metcalf	LEP Current	25	1	4%	9%	5%	26	15	58%
Reading	5	Metcalf	At-Risk	79	28	35%	40%	5%	76	48	63%
Reading	5	Metcalf	SPED	8	0	0%	5%	5%	9	2	22%
Science	5	Metcalf	All	107	26	24%	29%	5%	98	55	56%
Science	5	Metcalf	Hispanic	72	15	21%	26%	5%	62	33	53%
Science	5	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Metcalf	Asian	7	5	71%	76%	5%	10	9	90%
Science	5	Metcalf	African Am.	18	2	11%	16%	5%	20	9	45%
Science	5	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Metcalf	White	*	*	*	*	*	*	*	*
Science	5	Metcalf	Two or More	*	*	*	*	*	*	*	*
Science	5	Metcalf	Eco. Dis.	85	20	24%	29%	5%	75	40	53%
Science	5	Metcalf	LEP Current	23	2	9%	14%	5%	26	15	58%
Science	5	Metcalf	At-Risk	77	16	21%	26%	5%	76	38	50%
Science	5	Metcalf	SPED	8	0	0%	5%	5%	9	2	22%

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	Metcalfe	All	107	9	8%	13%	5%	83	10	12%
Math	3	Metcalfe	Hispanic	72	7	10%	15%	5%	47	4	9%
Math	3	Metcalfe	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Metcalfe	Asian	*	*	*	*	*	9	2	22%
Math	3	Metcalfe	African Am.	26	1	4%	9%	5%	21	3	14%
Math	3	Metcalfe	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Metcalfe	White	*	*	*	*	*	6	1	17%
Math	3	Metcalfe	Two or More	*	*	*	*	*	*	*	*
Math	3	Metcalfe	Eco. Dis.	85	7	8%	13%	5%	69	7	10%
Math	3	Metcalfe	LEP Current	27	0	0%	5%	5%	16	2	13%
Math	3	Metcalfe	At-Risk	80	7	9%	14%	5%	68	7	10%
Math	3	Metcalfe	SPED	9	1	11%	16%	5%	9	0	0%
Math	4	Metcalfe	All	96	16	17%	22%	5%	116	19	16%
Math	4	Metcalfe	Hispanic	65	8	12%	17%	5%	71	10	14%
Math	4	Metcalfe	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Metcalfe	Asian	9	4	44%	50%	6%	*	*	*
Math	4	Metcalfe	African Am.	17	3	18%	23%	5%	32	5	16%
Math	4	Metcalfe	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Metcalfe	White	*	*	*	*	*	7	1	14%
Math	4	Metcalfe	Two or More	*	*	*	*	*	*	*	*
Math	4	Metcalfe	Eco. Dis.	73	11	15%	20%	5%	98	14	14%
Math	4	Metcalfe	LEP Current	20	0	0%	5%	5%	31	1	3%
Math	4	Metcalfe	At-Risk	51	6	12%	17%	5%	92	10	11%
Math	4	Metcalfe	SPED	6	0	0%	5%	5%	7	1	14%
Math	5	Metcalfe	All	107	26	24%	29%	5%	98	40	41%
Math	5	Metcalfe	Hispanic	70	14	20%	25%	5%	62	23	37%
Math	5	Metcalfe	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Metcalfe	Asian	7	5	71%	76%	5%	10	8	80%
Math	5	Metcalfe	African Am.	18	4	22%	27%	5%	20	7	35%
Math	5	Metcalfe	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Metcalfe	White	6	1	17%	22%	5%	*	*	*
Math	5	Metcalfe	Two or More	*	*	*	*	*	*	*	*
Math	5	Metcalfe	Eco. Dis.	87	17	20%	25%	5%	75	26	35%
Math	5	Metcalfe	LEP Current	25	2	8%	13%	5%	26	7	27%
Math	5	Metcalfe	At-Risk	79	16	20%	25%	5%	76	24	32%
Math	5	Metcalfe	SPED	8	0	0%	2%	2%	9	2	22%

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	Metcalf	All	106	16	15%	20%	5%	83	20	24%
Reading	3	Metcalf	Hispanic	72	10	14%	19%	5%	47	10	21%
Reading	3	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Metcalf	Asian	*	*	*	*	*	9	1	11%
Reading	3	Metcalf	African Am.	26	4	15%	20%	5%	21	6	29%
Reading	3	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Metcalf	White	*	*	*	*	*	6	3	50%
Reading	3	Metcalf	Two or More	*	*	*	*	*	*	*	*
Reading	3	Metcalf	Eco. Dis.	84	12	14%	19%	5%	69	13	19%
Reading	3	Metcalf	LEP Current	27	1	4%	9%	5%	16	2	13%
Reading	3	Metcalf	At-Risk	80	13	16%	21%	5%	68	13	19%
Reading	3	Metcalf	SPED	9	0	0%	5%	5%	9	0	0%
Reading	4	Metcalf	All	96	20	21%	26%	5%	116	36	31%
Reading	4	Metcalf	Hispanic	65	11	17%	22%	5%	71	22	31%
Reading	4	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Metcalf	Asian	9	3	33%	39%	6%	*	*	*
Reading	4	Metcalf	African Am.	17	5	29%	35%	6%	32	9	28%
Reading	4	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Metcalf	White	*	*	*	*	*	7	2	29%
Reading	4	Metcalf	Two or More	*	*	*	*	*	*	*	*
Reading	4	Metcalf	Eco. Dis.	73	15	21%	26%	5%	98	27	28%
Reading	4	Metcalf	LEP Current	20	0	0%	5%	5%	31	2	6%
Reading	4	Metcalf	At-Risk	51	10	20%	25%	5%	92	23	25%
Reading	4	Metcalf	SPED	6	0	0%	5%	5%	7	1	14%
Reading	5	Metcalf	All	107	24	22%	27%	5%	98	44	45%
Reading	5	Metcalf	Hispanic	70	12	17%	22%	5%	62	23	37%
Reading	5	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Metcalf	Asian	7	4	57%	62%	5%	10	7	70%
Reading	5	Metcalf	African Am.	18	5	28%	33%	5%	20	12	60%
Reading	5	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Metcalf	White	6	1	17%	22%	5%	*	*	*
Reading	5	Metcalf	Two or More	*	*	*	*	*	*	*	*
Reading	5	Metcalf	Eco. Dis.	87	19	22%	27%	5%	75	34	45%
Reading	5	Metcalf	LEP Current	25	1	4%	9%	5%	26	8	31%
Reading	5	Metcalf	At-Risk	79	13	16%	21%	5%	76	30	39%
Reading	5	Metcalf	SPED	8	0	0%	5%	5%	9	1	11%

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	Metcalf	All	107	11	10%	16%	6%	98	27	28%
Science	5	Metcalf	Hispanic	72	6	8%	13%	5%	62	16	26%
Science	5	Metcalf	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Metcalf	Asian	7	3	43%	49%	6%	10	6	60%
Science	5	Metcalf	African Am.	18	2	11%	16%	5%	20	2	10%
Science	5	Metcalf	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Metcalf	White	*	*	*	*	*	*	*	*
Science	5	Metcalf	Two or More	*	*	*	*	*	*	*	*
Science	5	Metcalf	Eco. Dis.	85	7	8%	10%	2%	75	17	23%
Science	5	Metcalf	LEP Current	23	0	0%	6%	6%	26	5	19%
Science	5	Metcalf	At-Risk	77	5	6%	10%	4%	76	20	26%
Science	5	Metcalf	SPED	8	0	0%	2%	2%	9	1	11%

# 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.

**Metcalf**

**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 44% to 54% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
44%	46%	48%	51%	54%

**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		42%							44%		45%	41%	
2022	NA	44%	NA	NA	NA	NA	NA	NA	46%	NA	47%	43%	NA
2023	NA	46%	NA	NA	NA	NA	NA	NA	48%	NA	49%	45%	NA
2024	NA	49%	NA	NA	NA	NA	NA	NA	51%	NA	52%	48%	NA
2025	NA	52%	NA	NA	NA	NA	NA	NA	54%	NA	55%	51%	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 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		39%							39%		43%	42%	
2022	NA	41%	NA	NA	NA	NA	NA	NA	41%	NA	45%	44%	NA
2023	NA	43%	NA	NA	NA	NA	NA	NA	43%	NA	47%	46%	NA
2024	NA	46%	NA	NA	NA	NA	NA	NA	46%	NA	50%	49%	NA
2025	NA	49%	NA	NA	NA	NA	NA	NA	49%	NA	53%	52%	NA

# 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.