

Cypress-Fairbanks Independent School District

Reed Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

At Reed Elementary we will meet the needs of all learners by providing the tools they need to be successful in a variety of learning settings.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Value Statement

FAST Matrix

Reed Elementary is a PBIS Campus, a campus where we use Positive Behavior Interventions and Supports. The purpose of PBIS is to design a proactive positive systems approach for creating and maintaining safe and effective learning environments in schools. Through a combination of school-wide procedures and expectations contained in a matrix, explicit teaching of the matrix through weekly class meetings and daily interactions, and positive incentives for meeting and exceeding these given expectations, Reed expects a decrease in referrals to the office for inappropriate behavior. At Reed, students and teachers focus on **FAST** behavior skills:

Focused

Accountable

Safety

Teamwork

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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: A thorough review of the existing data was completed by the Campus Performance Objective Committee.

In summary, the comprehensive needs assessment denotes the following: The needs for Reed Elementary students include targeted interventions to close gaps created by the pandemic. African American, Special Education, and LEP student groups continue to underperform compared to their peers. The focus should continue to be on increasing the listening, speaking, reading, and writing abilities of all 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 at Faith Church, Seoul Baptist Church, and New Life Fellowship.

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 Targeted Support and Improvement in the following area(s): Asian (Academic Achievement Reading, Academic Achievement Math, Student Success)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

- The Economically Disadvantaged and EL populations met the Closing the Gaps ELA/Reading Target.
- The EL population met the English Proficiency Status target for Closing the Gaps.
- In the pandemic year, we had 94% of all students participate in the STAAR assessments for all subjects.
- Our Asian population, which as been an underperforming population in previous years, out-performed the other populations in all tests.
- 3rd Grade Math STAAR results indicate a 70% passing rate which was over 10 percentage points higher than the comparison cluster schools.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: The economic disadvantaged student population performs significantly below standard in the area of reading in third and fourth grades. **Root Cause:** Reading: The gaps in learning and learning loss due to the COVID pandemic have created lower performance scores.

Problem Statement 2: Writing: We had 46% of all students reach the approaching grade level standards for writing on the 2021 STAAR Writing Assessment. **Root Cause:** Writing: The lack of consistent, quality writing instruction because of teacher and student absences and hybrid instruction due to COVID.

Problem Statement 3: Math: Our 4th and 5th grade math students are performing significantly lower than our district's average scores on the 2021 STAAR assessment. **Root Cause:** Math: The limited instruction and planning due to pandemic related staff absences created gaps in student understanding.

Problem Statement 4: Science: We had large drops in our science scores for all sub populations from 2019 to 2021 on the STAAR assessment. **Root Cause:** Science: The planning of labs, hands on learning, and experiments was limited due to the hybrid learning and sanitizing needed to maintain safety.

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): The campus did not meet the target for Asian sub pop. **Root Cause:** Targeted Support and Improvement Reading: We need to monitor our Asian student group more closely as their targets are significantly higher than the rest of the sub pops.

Problem Statement 8: Targeted Support and Improvement Math (data based on 2018-19 identification): The campus did not meet the target for Asian sub pop. **Root Cause:** Targeted Support and Improvement Math: We need to monitor our Asian student group more closely as their targets are significantly higher than the rest of the sub pops.

School Culture and Climate

School Culture and Climate Strengths

Student Attendance:

At Reed Elementary, most of our students and parents truly understand the importance of being at school. Beyond numbers, we want our students to want to come to school everyday because they like being at Reed and engaging in the learning provided by teachers. For the 2020 - 2021 school year, we maintained our school reported an attendance rate of 96%, even with the COVID pandemic.

Restorative Discipline:

Our discipline system at Reed has grown and continues to grow and evolve to meet the needs of our students. Our teachers have been trained and put into practice restorative discipline strategies to maximize the time students are engage in learning in the classrooms. Our staff always look for ways to reach all students and support them emotionally. Most of our discipline problems are minor unless they're caused by a major cause such as student disability. Behavior consequences were minimal in the 2020 - 2021 school year.

Campus Safety:

In the area of campus safety, Reed has been a great example of innovative practices that support a safe school. There are well established systems that have been established to enhance the safety of our facility. Inspections are conducted in house to identify areas of our school that may be vulnerable and corrections are immediately addressed.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Our student attendance rate shows a lower attendance rate compared to schools in our district. **Root Cause:** School Culture and Climate: School Culture and Climate: We do not have a consistent student attendance incentive that rewards students throughout the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We have been able to recruit and retain quality staff. Less than 2% of our teachers transferred. Our new staff members are all fully certified and highly qualified in the content and populations they teach.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance fluctuate from the high 80 to the low 90 through the school year.. **Root Cause:** Teacher/Paraprofessional Attendance: We haven't been able to define an attendance incentive for our staff that effectively promotes higher rates of attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

Parent attendance to school events and/or functions are high at Reed. Our parents have reported that they feel welcome and they like to attend to activities where they can engage in learning with their children. We offer different options for parents in the evenings as not to interfere with their work hours and provide childcare options if the meetings are informative for parents and not for students. We like to provide snacks for parents and students when they come and visit and our leadership team is always visible checking in and connecting with families during these events.

We have also increased our ability to communicate with our Vietnamese speaking families with the addition of a Vietnamese speaking para. She is serving as translator for written parent communication and in conversations with parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Information meetings have lower attendance rates compared to other evening events that are more interactive. **Root Cause:** Parent and Community Engagement: Information sharing is not given the same level of advertisement as other school events.

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Data driven planning will support targeted intervention plans that are essential to meet the individual needs of students in low performing groups. Collaborative planning teams will use student performance data to draft plans and create groups for in-class interventions.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers are expected to implement a balanced literacy instructional model incorporating multiple resources and strategies learned through in-house professional development</p> <p>Staff Responsible for Monitoring: Reading Intervention Teachers, Instructional Specialist, Assistant Principal, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: Library Books and Supplies - Title I - 12-6669 - \$10,000, Instructional Supplies - Title I - 11-6399 - \$10,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Develop instructional plans that allow multiple forms of written expression. Students will be able to express themselves while receiving continuous feedback and targeted interventions.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers are expected to implement a writing instructional program that supports written expression with clarity of ideas, is organized and shows progression, has a clear voice, contains word choice that enlighten the reader and has strong sentence fluency and written conventions. Teachers will implement strategies learned through Elizabeth Martin professional development.</p> <p>Staff Responsible for Monitoring: Reading Intervention Teachers, Instructional Specialist, Assistant Principals, Principal</p> <p>Funding Sources: Instructional Supplies - Title I - 11-6399 - \$10,000</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Teachers and interventionists will provide students with opportunities to read and analyze a variety of high quality writing samples in order to identify characteristics of quality writing. Students will write daily to increase writing fluency, experience, and technique.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Reading Intervention Teachers, Instructional Specialist, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teams will collaborate on data analysis that is ongoing in order to identify student groups that need targeted interventions that are relevant to the students skill levels and cultural backgrounds.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Reading Intervention Teachers, Instructional Specialist, Assistant Principals, Principal</p> <p>Funding Sources: Instructional Supplies - Title I - \$10,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Develop science hands on learning experiences that allow students to think critically while developing the necessary vocabulary to master science skills. Students will be exposed to a variety of culturally relevant experiences. Foundational skills will be addressed in targeted small groups.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Students in 4th and 5th grade will have access to hands on science experiences through gardening experiences and labs. These activities are aligned with our CFISD science curriculum and supports multiple standards.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principal</p> <p>Funding Sources: Contract Services - Title I - 11-6299 - \$10,000</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Intense, small group, skill-based instruction in reading and math based on student need.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Math and Reading Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Red Ribbon Week, Drive-thru Family Events, Name That Book Club, Reed Mentor Program, Academic Nights, and Field Trips.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>These programs/activities will provide students with additional support in social emotional areas as well as academic enrichment to promote higher levels of academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Field Trips - Title I - \$10,000, Buses - Title I - \$5,000</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Deepen understanding of and address specific academic needs of the African American, Asian and Special Education student groups in an effort to address the needs of all students, particularly at-risk Provide high quality instructional materials for at-risk students.</p> <p>Strategy's Expected Result/Impact: Title I Campuses:</p> <ol style="list-style-type: none"> Salaries - The Reading Interventionist serves students with low reading scores in fourth and fifth grade. The Math Interventionist will also serve students with low math scores, assist with Title I tasks. Both interventionists will provide targeted interventions to small group. The behavior support para will provide proactive strategies for at-risk students to keep them learning in class. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Ed Galaxy -Students will utilize Ed Galaxy as an additional intervention at school and at home to assist in meeting or exceeding instructional targets. Paper and Laminate - Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students both on and off campus. Class Kick - Teachers may see the real-time work of students while on their technology device. Students receive timely feedback about the work they are doing independently. Sub Pay for Staff Development and Extra Duty Pay for Staff Development - Provide opportunities for staff to attend additional conferences and have their classrooms covered for the opportunity. Brain Pop -Students will utilize Brain Pop as an additional intervention at school and at home to assist in meeting or exceeding instructional targets. Professional Books - Blended Learning - Deepen understanding of meaningful uses of technology in an effort to provide opportunities for all children. Instructional Supplies - Supply classrooms with materials that assist with instruction, technology support, and engagement. Install a book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Salaries - Title I - 6100 - \$225,000, Temporary Workers - Title I - 11-6122 - \$16,000, Ed Galaxy - Title I - 11-6399 - \$1,000, Sub Pay for Staff Development - Title I - 11-6112 - \$1,000, Brain Pop - Title I - 11-6399 - \$1,500, Professional</p>	Formative		
	Nov	Feb	May
			

Books - Title I - 11-6399 - \$2,500, Instructional Supplies - Title I - 11-6399 - \$18,935, Extra Duty Pay for Staff Development - Title I - 13-6118 - \$1,500, Staff Registrations for Professional Development - Title I - 13-6299 - \$1,500, Class Kick - Title I - 11-6399 - \$1,500, Book Vending Machine - Title I - \$4,999



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>Strategy 1: Provide tutoring. Strategy's Expected Result/Impact: Students attending weekly reading tutoring will increase in reading level by at least 1 level per 6 week cycle. Staff Responsible for Monitoring: Principal Funding Sources: Extra Duty Pay - ESSER III - \$22,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Class size reduction teacher: Create a self-contained 3rd grade class and staff with an experienced teacher Strategy's Expected Result/Impact: 80% of students will score approaches or higher on STAAR. Staff Responsible for Monitoring: Principal Funding Sources: Class Size Reduction Self-Contained Teacher - ESSER III - \$70,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will purchase RISE reading kits to increase reading levels with struggling readers. Strategy's Expected Result/Impact: Students will increase reading levels every six weeks with this research based intervention. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist Funding Sources: Instructional Supplies - ESSER III - \$8,000</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 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>Strategy 1: Provide supplemental reading materials to ensure all students are reading on grade level.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Books - Special Allotment: Compensatory Education - \$3,500</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 - 2022 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2020 - 2021 school year in the following areas: Economically Disadvantaged performance in grades 3, 4, 5 combined on Reading (65%), Math (59%), and Science (64%) STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted Support and Improvement Reading: Identify students by name and last name and monitor their academic performance closely. Enhance our communication with our Asian families by providing them access to presentation of information in Vietnamese. Improve our understanding of the different Asian cultures represented within our campus. Monitor and support students' second language acquisition for Asian students who are ELs. Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialists, Assistant Principals, Principals</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted Support and Improvement Math: Identify students by name and last name and monitor their academic performance closely. Enhance our communication with our Asian families by providing them access to presentation of information in Vietnamese when necessary. Improve our understanding of the different Asian cultures represented within our campus. Monitor and support students' second language acquisition for Asian students who are ELs. Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system. Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialists, Assistant Principals, Principals</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

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

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

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will conduct additional crisis drills through the year to increase student and staff understanding of their response during a real crisis. The Campus EOP representative will audit the drills to determine areas in need of continued support to staff and students. The EOP representative will also send periodical reminders about student and staff safety to the entire staff. A campus safety committee will be formed with representatives from different groups of the school staff. This committee will evaluate the safety of the school and will make recommendations for enhancing it.</p> <p>Strategy's Expected Result/Impact: Improve the overall safety of our school. Increase skill level and understanding of emergency drills in students and staff. Determine areas in need of improvement through internal audits.</p> <p>Staff Responsible for Monitoring: Campus EOP representative, Safety Committee Members, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 98%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Each 9 weeks, students will receive awards for perfect attendance. Classes with perfect attendance for 10 days in a row will receive a classroom incentive. Implement an attendance incentive called "Tardie Tator" for the second nine weeks. This system will allow classes to receive a part of Mr. Potato Head part everyday students are present and on time. Each time a class completes the head, a certificate is issued and an announcement is made. Each 9 weeks, winning class will receive an award and at the end of the year, the class with the most certificates will receive a pizza party.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at 96.7% or higher.</p> <p>Staff Responsible for Monitoring: Registrar, Teachers, Assistant Principals, Principal, Counselors</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 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Provide professional development in the area of restorative discipline. Provide students with at least one Anti-Bullying and Code of Conduct presentations.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, Principals and Members of the PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Students who engage in minor discipline violations will meet with the campus Assistant Principal and will develop a plan to keep the student's behavior from escalating into more serious offenses.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED and African American students will continue to be 0%</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals and Members of the PBIS Committee, Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Provide professional development to all staff about restorative discipline practices. Review discipline data by the PBIS committee at every committee meeting and provide ideas for improvement. Implement a mentor program that will match a student to a staff as a support system for the student.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals and Members of the PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: African American students who engage in minor discipline violations will meet with the Assistant Principal and will develop a plan to keep the student's behavior from escalating into more serious offenses.</p> <p>Strategy's Expected Result/Impact: Select ONE:</p> <p>Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals and Members of the PBIS Committee</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Professional development will be provided in utilizing preventative measures such as stay-away agreements, restorative circles, behavior plans, and cool down strategies for students with high incident of violence.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals and Members of the PBIS Committee</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>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be rewarded for perfect attendance per every 9 weeks, semester and year. Specific rewards will be given to staff members who have perfect attendance and limited absences throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Consultants and professional development providing growth opportunities in the area of professionalism, serving an at-risk and Title I population, reading, math, and writing. (Elizabeth Martin writing training, Region IV Training, Number Talk training)</p> <p>Strategy's Expected Result/Impact: Staff will grow in their knowledge of the reading and writing processes, instructional implications, and strategies to address gaps in these content areas.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Extra Duty Pay - Staff Development - Title I - 11-6112 - \$5,000, Region IV Service Center Fees - Title I - 13-6239 - \$1,000, Staff Development - Consultants - Title I - 13-6291 - \$15,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Use multiple forms of advertisement for all family involvement events including social media, flyers, posters, call outs, stickers that students will wear the day of the event before they go home, prizes, morning/dismissal announcement reminders and incentives for the classes with highest percentage of attendance.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Administrative Assistants, Assistant Principals, Counselors, and Principal</p> <p>Funding Sources: Parent and Family Supplies - Non consumables - Title I - 61-6398 - \$5,000, Parent and Family Supplies - Title I - 61-6399 - \$5,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Faith Church, Seoul Baptist Church, St. Matthew's Catholic Church</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. September 21 Curriculum Night choice of times, Parent Volunteer Meeting, Watch DOGS, Come & Go Meet the Teacher, ZOOM PTO meetings, and digital options for those who choose not to attend in person.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 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 Reed 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 Reed Elementary School

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Reading Intervention	1
Staff	Teacher	Math Intervention	1
Staff	Paraprofessional	Classroom Aide	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay		\$22,000.00
1	2	2	Class Size Reduction Self-Contained Teacher		\$70,000.00
1	2	3	Instructional Supplies		\$8,000.00
Sub-Total					\$100,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies	11-6399	\$10,000.00
1	1	1	Library Books and Supplies	12-6669	\$10,000.00
1	1	2	Instructional Supplies	11-6399	\$10,000.00
1	1	4	Instructional Supplies		\$10,000.00
1	1	5	Contract Services	11-6299	\$10,000.00
1	1	7	Field Trips		\$10,000.00
1	1	7	Buses		\$5,000.00
1	1	8	Instructional Supplies	11-6399	\$18,935.00
1	1	8	Sub Pay for Staff Development	11-6112	\$1,000.00
1	1	8	Ed Galaxy	11-6399	\$1,000.00
1	1	8	Class Kick	11-6399	\$1,500.00
1	1	8	Extra Duty Pay for Staff Development	13-6118	\$1,500.00
1	1	8	Book Vending Machine		\$4,999.00
1	1	8	Salaries	6100	\$225,000.00
1	1	8	Temporary Workers	11-6122	\$16,000.00
1	1	8	Staff Registrations for Professional Development	13-6299	\$1,500.00
1	1	8	Brain Pop	11-6399	\$1,500.00
1	1	8	Professional Books	11-6399	\$2,500.00
3	2	1	Extra Duty Pay - Staff Development	11-6112	\$5,000.00
3	2	1	Staff Development - Consultants	13-6291	\$15,000.00
3	2	1	Region IV Service Center Fees	13-6239	\$1,000.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Parent and Family Supplies - Non consumables	61-6398	\$5,000.00
4	1	1	Parent and Family Supplies	61-6399	\$5,000.00
Sub-Total					\$371,434.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Books		\$3,500.00
Sub-Total					\$3,500.00

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	Postma	All	153	113	74%	90%	16%	156	129	83%
Math	3	Postma	Hispanic	45	31	69%	90%	21%	42	31	74%
Math	3	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Postma	Asian	34	28	82%	90%	8%	35	32	91%
Math	3	Postma	African Am.	43	29	67%	90%	23%	51	41	80%
Math	3	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Postma	White	24	20	83%	90%	7%	22	21	95%
Math	3	Postma	Two or More	6	5	83%	90%	7%	6	4	67%
Math	3	Postma	Eco. Dis.	64	41	64%	90%	26%	68	53	78%
Math	3	Postma	LEP Current	32	23	72%	90%	18%	38	30	79%
Math	3	Postma	At-Risk	66	51	77%	90%	13%	88	68	77%
Math	3	Postma	SPED	13	8	62%	70%	8%	12	7	58%
Math	4	Postma	All	139	92	66%	90%	24%	174	141	81%
Math	4	Postma	Hispanic	46	32	70%	90%	20%	47	36	77%
Math	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Postma	Asian	18	15	83%	90%	7%	34	28	82%
Math	4	Postma	African Am.	39	17	44%	70%	26%	54	42	78%
Math	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Postma	White	29	22	76%	90%	14%	31	28	90%
Math	4	Postma	Two or More	6	5	83%	90%	7%	7	6	86%
Math	4	Postma	Eco. Dis.	57	34	60%	90%	30%	82	58	71%
Math	4	Postma	LEP Current	12	8	67%	90%	23%	34	23	68%
Math	4	Postma	At-Risk	38	25	66%	90%	24%	99	71	72%
Math	4	Postma	SPED	12	6	50%	70%	20%	14	7	50%
Math	5	Postma	All	149	126	85%	90%	5%	162	149	92%
Math	5	Postma	Hispanic	50	41	82%	90%	8%	54	50	93%
Math	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Postma	Asian	19	18	95%	96%	1%	24	23	96%
Math	5	Postma	African Am.	40	31	78%	90%	12%	47	40	85%
Math	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Postma	White	31	28	90%	92%	2%	31	30	97%
Math	5	Postma	Two or More	9	8	89%	90%	1%	5	5	100%
Math	5	Postma	Eco. Dis.	59	46	78%	90%	12%	72	62	86%
Math	5	Postma	LEP Current	10	4	40%	60%	20%	20	16	80%
Math	5	Postma	At-Risk	71	53	75%	90%	15%	100	92	92%
Math	5	Postma	SPED	13	9	69%	80%	11%	14	9	64%

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	Postma	All	153	125	82%	90%	8%	156	141	90%
Reading	3	Postma	Hispanic	45	36	80%	90%	10%	42	39	93%
Reading	3	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Postma	Asian	34	32	94%	95%	1%	35	34	97%
Reading	3	Postma	African Am.	43	31	72%	90%	18%	51	42	82%
Reading	3	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Postma	White	24	20	83%	90%	7%	22	21	95%
Reading	3	Postma	Two or More	6	5	83%	90%	7%	6	5	83%
Reading	3	Postma	Eco. Dis.	64	48	75%	90%	15%	68	63	93%
Reading	3	Postma	LEP Current	32	23	72%	90%	18%	38	33	87%
Reading	3	Postma	At-Risk	66	49	74%	90%	16%	88	74	84%
Reading	3	Postma	SPED	13	10	77%	90%	13%	12	8	67%
Reading	4	Postma	All	139	115	83%	90%	7%	173	153	88%
Reading	4	Postma	Hispanic	46	38	83%	90%	7%	47	39	83%
Reading	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Postma	Asian	18	17	94%	95%	1%	34	30	88%
Reading	4	Postma	African Am.	39	27	69%	80%	11%	54	48	89%
Reading	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Postma	White	29	26	90%	92%	2%	30	28	93%
Reading	4	Postma	Two or More	6	6	100%	100%	0%	7	7	100%
Reading	4	Postma	Eco. Dis.	57	42	74%	90%	16%	82	69	84%
Reading	4	Postma	LEP Current	12	8	67%	80%	13%	34	27	79%
Reading	4	Postma	At-Risk	38	29	76%	90%	14%	99	82	83%
Reading	4	Postma	SPED	12	6	50%	60%	10%	14	10	71%
Reading	5	Postma	All	149	121	81%	90%	9%	162	147	91%
Reading	5	Postma	Hispanic	50	37	74%	90%	16%	54	48	89%
Reading	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Postma	Asian	19	16	84%	90%	6%	24	23	96%
Reading	5	Postma	African Am.	40	34	85%	90%	5%	47	40	85%
Reading	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Postma	White	31	27	87%	90%	3%	31	30	97%
Reading	5	Postma	Two or More	9	7	78%	90%	12%	5	5	100%
Reading	5	Postma	Eco. Dis.	59	43	73%	90%	17%	72	62	86%
Reading	5	Postma	LEP Current	10	3	30%	40%	10%	20	13	65%
Reading	5	Postma	At-Risk	71	49	69%	90%	21%	100	89	89%
Reading	5	Postma	SPED	13	5	38%	50%	12%	14	8	57%

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	Postma	All	150	124	83%	90%	7%	162	135	83%
Science	5	Postma	Hispanic	50	38	76%	90%	14%	54	40	74%
Science	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Postma	Asian	20	19	95%	96%	1%	24	23	96%
Science	5	Postma	African Am.	40	31	78%	90%	12%	47	36	77%
Science	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Postma	White	31	27	87%	90%	3%	31	30	97%
Science	5	Postma	Two or More	9	9	100%	100%	0%	5	5	100%
Science	5	Postma	Eco. Dis.	60	45	75%	90%	15%	72	58	81%
Science	5	Postma	LEP Current	10	4	40%	60%	20%	20	11	55%
Science	5	Postma	At-Risk	71	52	73%	80%	7%	100	79	79%
Science	5	Postma	SPED	13	5	38%	50%	12%	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	Postma	All	139	53	38%	43%	5%	174	103	59%
Math	4	Postma	Hispanic	46	17	37%	42%	5%	47	25	53%
Math	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Postma	Asian	18	12	67%	72%	5%	34	24	71%
Math	4	Postma	African Am.	39	4	10%	15%	5%	54	24	44%
Math	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Postma	White	29	15	52%	57%	5%	31	25	81%
Math	4	Postma	Two or More	6	4	67%	72%	5%	7	5	71%
Math	4	Postma	Eco. Dis.	57	20	35%	40%	5%	82	42	51%
Math	4	Postma	LEP Current	12	5	42%	47%	5%	34	18	53%
Math	4	Postma	At-Risk	38	18	47%	52%	5%	99	48	48%
Math	4	Postma	SPED	12	3	25%	30%	5%	14	6	43%
Math	5	Postma	All	149	92	62%	67%	5%	162	102	63%
Math	5	Postma	Hispanic	50	27	54%	59%	5%	54	27	50%
Math	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Postma	Asian	19	16	84%	89%	5%	24	22	92%
Math	5	Postma	African Am.	40	20	50%	55%	5%	47	22	47%
Math	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Postma	White	31	22	71%	76%	5%	31	26	84%
Math	5	Postma	Two or More	9	7	78%	83%	5%	5	4	80%
Math	5	Postma	Eco. Dis.	59	29	49%	54%	5%	72	40	56%
Math	5	Postma	LEP Current	10	2	20%	25%	5%	20	8	40%
Math	5	Postma	At-Risk	71	33	46%	51%	5%	100	50	50%
Math	5	Postma	SPED	13	4	31%	36%	5%	14	1	7%
Reading	4	Postma	All	139	84	60%	62%	2%	173	125	72%
Reading	4	Postma	Hispanic	46	25	54%	60%	6%	47	32	68%
Reading	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Postma	Asian	18	13	72%	75%	3%	34	26	76%
Reading	4	Postma	African Am.	39	19	49%	54%	5%	54	40	74%
Reading	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Postma	White	29	22	76%	81%	5%	30	23	77%
Reading	4	Postma	Two or More	6	5	83%	88%	5%	7	4	57%
Reading	4	Postma	Eco. Dis.	57	28	49%	54%	5%	82	53	65%
Reading	4	Postma	LEP Current	12	3	25%	30%	5%	34	18	53%
Reading	4	Postma	At-Risk	38	21	55%	60%	5%	99	60	61%
Reading	4	Postma	SPED	12	4	33%	38%	5%	14	5	36%

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	Postma	All	149	92	62%	67%	5%	162	117	72%
Reading	5	Postma	Hispanic	50	28	56%	61%	5%	54	33	61%
Reading	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Postma	Asian	19	12	63%	68%	5%	24	22	92%
Reading	5	Postma	African Am.	40	24	60%	65%	5%	47	30	64%
Reading	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Postma	White	31	21	68%	73%	5%	31	27	87%
Reading	5	Postma	Two or More	9	7	78%	83%	5%	5	4	80%
Reading	5	Postma	Eco. Dis.	59	33	56%	61%	5%	72	47	65%
Reading	5	Postma	LEP Current	10	1	10%	15%	5%	20	6	30%
Reading	5	Postma	At-Risk	71	27	38%	43%	5%	100	62	62%
Reading	5	Postma	SPED	13	3	23%	28%	5%	14	4	29%
Science	5	Postma	All	150	74	49%	54%	5%	162	91	56%
Science	5	Postma	Hispanic	50	25	50%	55%	5%	54	22	41%
Science	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Postma	Asian	20	14	70%	75%	5%	24	20	83%
Science	5	Postma	African Am.	40	16	40%	45%	5%	47	18	38%
Science	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Postma	White	31	14	45%	50%	5%	31	26	84%
Science	5	Postma	Two or More	9	5	56%	61%	5%	5	5	100%
Science	5	Postma	Eco. Dis.	60	27	45%	50%	5%	72	33	46%
Science	5	Postma	LEP Current	10	0	0%	5%	5%	20	5	25%
Science	5	Postma	At-Risk	71	25	35%	40%	5%	100	42	42%
Science	5	Postma	SPED	13	3	23%	28%	5%	14	2	14%

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	Postma	All	153	22	14%	19%	5%	156	40	26%
Math	3	Postma	Hispanic	45	0	0%	5%	5%	42	7	17%
Math	3	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Postma	Asian	34	8	24%	29%	5%	35	11	31%
Math	3	Postma	African Am.	43	6	14%	19%	5%	51	11	22%
Math	3	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Postma	White	24	6	25%	30%	5%	22	10	45%
Math	3	Postma	Two or More	6	2	33%	38%	5%	6	1	17%
Math	3	Postma	Eco. Dis.	64	6	9%	14%	5%	68	15	22%
Math	3	Postma	LEP Current	32	2	6%	11%	5%	38	7	18%
Math	3	Postma	At-Risk	66	9	14%	19%	5%	88	17	19%
Math	3	Postma	SPED	13	0	0%	5%	5%	12	1	8%
Math	4	Postma	All	139	32	23%	28%	5%	174	54	31%
Math	4	Postma	Hispanic	46	7	15%	20%	5%	47	12	26%
Math	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Postma	Asian	18	10	56%	61%	5%	34	18	53%
Math	4	Postma	African Am.	39	3	8%	13%	5%	54	14	26%
Math	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Postma	White	29	10	34%	39%	5%	31	9	29%
Math	4	Postma	Two or More	6	2	33%	38%	5%	7	1	14%
Math	4	Postma	Eco. Dis.	57	9	16%	21%	5%	82	25	30%
Math	4	Postma	LEP Current	12	2	17%	22%	5%	34	8	24%
Math	4	Postma	At-Risk	38	13	34%	39%	5%	99	24	24%
Math	4	Postma	SPED	12	2	17%	22%	5%	14	3	21%
Math	5	Postma	All	149	57	38%	43%	5%	162	64	40%
Math	5	Postma	Hispanic	50	17	34%	39%	5%	54	14	26%
Math	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Postma	Asian	19	11	58%	63%	5%	24	20	83%
Math	5	Postma	African Am.	40	8	20%	25%	5%	47	11	23%
Math	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Postma	White	31	17	55%	60%	5%	31	14	45%
Math	5	Postma	Two or More	9	4	44%	49%	5%	5	4	80%
Math	5	Postma	Eco. Dis.	59	16	27%	32%	5%	72	22	31%
Math	5	Postma	LEP Current	10	1	10%	15%	5%	20	3	15%
Math	5	Postma	At-Risk	71	21	30%	35%	5%	100	24	24%
Math	5	Postma	SPED	13	1	8%	13%	5%	14	1	7%

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	Postma	All	153	37	24%	29%	5%	156	72	46%
Reading	3	Postma	Hispanic	45	8	18%	23%	5%	42	18	43%
Reading	3	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Postma	Asian	34	8	24%	29%	5%	35	20	57%
Reading	3	Postma	African Am.	43	11	26%	31%	5%	51	19	37%
Reading	3	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Postma	White	24	9	38%	43%	5%	22	11	50%
Reading	3	Postma	Two or More	6	1	17%	22%	5%	6	4	67%
Reading	3	Postma	Eco. Dis.	64	14	22%	27%	5%	68	30	44%
Reading	3	Postma	LEP Current	32	2	6%	11%	5%	38	17	45%
Reading	3	Postma	At-Risk	66	10	15%	20%	5%	88	33	38%
Reading	3	Postma	SPED	13	1	8%	13%	5%	12	1	8%
Reading	4	Postma	All	139	41	29%	34%	5%	173	75	43%
Reading	4	Postma	Hispanic	46	12	26%	31%	5%	47	17	36%
Reading	4	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Postma	Asian	18	7	39%	44%	5%	34	15	44%
Reading	4	Postma	African Am.	39	7	18%	23%	5%	54	29	54%
Reading	4	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Postma	White	29	12	41%	46%	5%	30	14	47%
Reading	4	Postma	Two or More	6	3	50%	55%	5%	7	0	0%
Reading	4	Postma	Eco. Dis.	57	10	18%	23%	5%	82	31	38%
Reading	4	Postma	LEP Current	12	0	0%	5%	5%	34	9	26%
Reading	4	Postma	At-Risk	38	9	24%	29%	5%	99	32	32%
Reading	4	Postma	SPED	12	4	33%	38%	5%	14	1	7%
Reading	5	Postma	All	149	74	50%	55%	5%	162	91	56%
Reading	5	Postma	Hispanic	50	19	38%	43%	5%	54	23	43%
Reading	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Postma	Asian	19	11	58%	63%	5%	24	17	71%
Reading	5	Postma	African Am.	40	19	48%	53%	5%	47	22	47%
Reading	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Postma	White	31	20	65%	70%	5%	31	24	77%
Reading	5	Postma	Two or More	9	5	56%	61%	5%	5	4	80%
Reading	5	Postma	Eco. Dis.	59	27	46%	51%	5%	72	34	47%
Reading	5	Postma	LEP Current	10	0	0%	5%	5%	20	5	25%
Reading	5	Postma	At-Risk	71	20	28%	33%	5%	100	46	46%
Reading	5	Postma	SPED	13	3	23%	28%	5%	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	
					#	%				#	%
Science	5	Postma	All	150	39	26%	31%	5%	162	53	33%
Science	5	Postma	Hispanic	50	14	28%	33%	5%	54	10	19%
Science	5	Postma	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Postma	Asian	20	10	50%	55%	5%	24	13	54%
Science	5	Postma	African Am.	40	4	10%	15%	5%	47	9	19%
Science	5	Postma	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Postma	White	31	9	29%	34%	5%	31	17	55%
Science	5	Postma	Two or More	9	2	22%	27%	5%	5	4	80%
Science	5	Postma	Eco. Dis.	60	15	25%	30%	5%	72	14	19%
Science	5	Postma	LEP Current	10	0	0%	5%	5%	20	3	15%
Science	5	Postma	At-Risk	71	11	15%	20%	5%	100	25	25%
Science	5	Postma	SPED	13	1	8%	13%	5%	14	1	7%

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 43% to 53% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
43%	45%	47%	50%	53%

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		38%							39%		37%	44%	
2022	NA	40%	NA	NA	NA	NA	NA	NA	41%	NA	39%	46%	NA
2023	NA	42%	NA	NA	NA	NA	NA	NA	43%	NA	41%	48%	NA
2024	NA	45%	NA	NA	NA	NA	NA	NA	46%	NA	44%	51%	NA
2025	NA	48%	NA	NA	NA	NA	NA	NA	49%	NA	47%	54%	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 43% to 53% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
43%	45%	47%	50%	53%

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		40%							37%		43%	44%	
2022	NA	42%	NA	NA	NA	NA	NA	NA	39%	NA	45%	46%	NA
2023	NA	44%	NA	NA	NA	NA	NA	NA	41%	NA	47%	48%	NA
2024	NA	47%	NA	NA	NA	NA	NA	NA	44%	NA	50%	51%	NA
2025	NA	50%	NA	NA	NA	NA	NA	NA	47%	NA	53%	54%	NA

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Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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