

Cypress-Fairbanks Independent School District

Yeager Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Yeager is a safe place for all students to learn, grow and become their best self.

Vision

LEAD: Learn. Empower. Achieve. Dream.

Value Statement

At Yeager we CARE!

I am compassionate.

I am accountable.

I am respectful.

I always give my best effort!

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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: Data was reviewed from the prior school year.

In summary, the comprehensive needs assessment denotes the following: Several of our student populations struggled in Reading and Math. We also have added challenges for many students with gaps in learning due to virtual classrooms and not experiencing hands on activities and manipulatives to assist with learning.

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 Promenade Apartment Complex.

Student Achievement

Student Achievement Strengths

Math

- 3rd grade meets 7% higher than goal
- 4th Grade approaches (Hispanic) received 18% higher than cluster and 9% higher than targeted goal
- 5th grade math approaches (overall) received 5% higher than cluster

Reading

- 3rd grade meets (African American) scored 15% higher than targeted goal
- 3rd grade meets (Hispanic) scored 8% higher than targeted goal
- 4th grade approaches all sub categories scored at or above cluster
- 5th grade approaches (overall) scored at cluster and above district/cluster

Writing

- LEP students scored 20% above targeted goal

Science

- Lep students scored 8% higher than targeted goal and higher than cluster and district
- African American students met the targeted goal

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: 60% of 3rd and 4th grade students scored approaches on the reading STAAR in third and fifth grade. **Root Cause:** Reading: We need to provide students with intense interventions primarily focusing on those that did not meet standard or only approached.

Problem Statement 2: Writing: Low writing scores in 4th grade. **Root Cause:** Writing: We need to provide students with strategies to organize thoughts and sentence structure.

Problem Statement 3: Math: 70 % of our students scored approaches on the math STAAR in third and fifth grade. **Root Cause:** Math: We need to provide students with intense interventions primarily focusing on those that did not meet standard or only approached.

Problem Statement 4: Science: LEP students are receiving low percentage in reaching meets/masters. **Root Cause:** Science: We need to increase students exposure to vocabulary and rigor in the curriculum.

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

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

School Culture and Climate

School Culture and Climate Strengths

Yeager is a Positive Behavioral Interventions and Supports (PBIS) campus. Students are expected to RISE to excellence at Yeager. Students recite the RISE chant daily and receive RISE Rewards as they demonstrate positive behavior. At Yeager, we have a strong focus on social and emotional learning as evidenced by our three counselor model. Yeager is in compliance with CFISD Lead Safety protocols and safety. Students are encouraged to attend school regularly and on-time within all COVID-19 protocols. Yeager is in compliance with all safety drill requirements.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Social-emotional groups and lessons through the counseling department. **Root Cause:** School Culture and Climate: More direct support needed to address student off-task, inappropriate behaviors and weekly lessons to increase PBIS through weekly lessons lead by the counselors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Yeager Elementary has highly qualified teachers. All teachers are appropriately certified for their current teaching assignments. Teachers attend professional developments with the district throughout the year. Yeager has a strong teacher leader team.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Continue to explore ways to provide professional developments for new staff members or teachers that change grade levels. **Root Cause:** Teacher/Paraprofessional Attendance: Staff need access to materials and resources.

Parent and Community Engagement

Parent and Community Engagement Strengths

Yeager has an active and supportive PTO and support from our community. Yeager continues to collaborate with parents and our community for events such as our annual Veterans Day program, Yeager Honor Choir caroling, and other community engagements. Parent participation is high at events such as STEAM Night and Winter Wonderland. Watch DOGS increases the number of male volunteers at our campus. Yeager has a community mentoring program.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Utilize resources to increase parental participation (Facebook, Twitter, marquee, Newsletters, and/or school messenger).

Root Cause: Parent and Community Engagement: Communication must be timely.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Behavior and Other Indicators

- Discipline records

Parent/Community Data

- Parent surveys and/or other feedback

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Teachers will have consistent plans that differentiate instruction for students based on their academic needs.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Students will have daily writing experiences in all content areas.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>1. Students will be able to use the notebook to improve their writing skills.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p> <p>Funding Sources: Writing materials (Lakeshore) - Title I - \$360.87, Writing notebooks (School Speciality) - Title I - \$465.75</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Students need more exposure and direct teaching of revising and editing skills.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>1. Students will be provided individual writing journals to focus learn skills and strategies to assist in writing.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will have consistent plans that differentiate instruction for students based on their academic needs and include the use of manipulatives and highly engaging activities.</p> <p>Strategy's Expected Result/Impact: 1. Math Supplies- The students will be able to have physical items to assist with learning math. This will help with comprehending and assist in higher academic achievement.</p> <p>2. Supplies-Due to safety concerns with COVID-19, the students will have their own supplies and will not have to share. Using individual supplies will assist the students in being able to comprehend and solve problems easier.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p> <p>Funding Sources: Math Supplies- grades 2-5 - Title I - \$1,497.75, Supplies Grades Pre-K -5 - Title I - \$4,308.74</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Students will participate in hands-on STEM lessons and use interactive word walls.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</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: small group differentiated instruction based on deficit skills and enrichment for students who are performing at or above level.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</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: Activities during Closing the Gap, weekly wellness activities with the counselors, RAZ, Education Galaxy, Flocabulary, Brain Pop, Choice Boards, etc. When feasible with safety protocols, we will offer before and after school clubs, choir and student leadership.</p> <p>Strategy's Expected Result/Impact: 1. Brain Pop- Students will utilize Brain Pop as additional intervention at school and at home to assist in meeting or exceeding instructional targets. 2. Flocabulary- Students will utilize Flocabulary as additional intervention at school and at home to assist in meeting or exceeding instructional targets.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Counselors, Assistant Principals, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: Flocabulary - Title I - \$2,600, Brain Pop - Title I - \$3,250</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Deepen understanding of and address specific academic needs of the limited English proficient, economically disadvantaged, African American and Hispanic student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: As a Title I campus, Yeager will implement the following measures to ensure that students will meet or exceed the STAAR targets on the attached data tables.</p> <ol style="list-style-type: none"> 1) Employ supplemental staff, including 2.5 professionals and 1.5 paraprofessionals. 2) Compensate teachers for time spent in Professional Development sessions. 3) Engage temporary workers to enhance targeted instruction and tutorials. 4) Provide supplemental classroom supplies and materials. <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Salaries - Title I - \$234,784, Extra-duty pay: Staff Development - Title I - \$5,300, Temporary Workers - Title I - \$33,000, Supplies: Instructional - Title I - \$6,000</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

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended Day Tutoring - Before School Strategy's Expected Result/Impact: Students attending before school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 3rd Grade Class Size Reduction Strategy's Expected Result/Impact: By the conclusion of the 2021-2022 school year, 90% of the students in this class will meet the approaches or higher standard on Reading and Math STAAR. Staff Responsible for Monitoring: Principal	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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide additional academic support for at-risk students.</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: Supplies and Extra Duty - Special Allotment: Compensatory Education - \$3,228</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Project safety lessons on anti-bullying and drug awareness will be taught each month, along with classroom guidance from our school counselors.</p> <p>Students, staff and community will be aware of Cy-Fair Tipline and understand how to use it.</p> <p>Strategy's Expected Result/Impact: Decrease number of office referrals and reports of bullying.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, PBIS Committee</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> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Students will earn perfect attendance in grades PK-5.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%.</p> <p>Staff Responsible for Monitoring: Teachers, attendance secretary, Assistant Principals, 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 10%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff will attend training in PBIS, Capturing Kids Hearts, and Restorative Practices. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%. Staff Responsible for Monitoring: Teachers, PBIS Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions Alternative strategies to in school suspensions for SPED African American students will be implemented including mindfulness strategies, counseling, and in class support as appropriate. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%. Staff Responsible for Monitoring: Assistant Principals, PBIS</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Alternative strategies to out of school suspension including restorative practices and reverse suspension will be put in place as appropriate. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 100%. Staff Responsible for Monitoring: Assistant Principals; PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Alternative strategies to SOS placements will be used as appropriate. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Our campus will continue to use and teach Project Safety, PBIS, Sanford Harmony and other SEL resources to promote positive behaviors over violence.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Counselors, PBIS Team, Assistant Principals, teachers, staff</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Due to COVID-19 we will not be providing perfect attendance incentives for staff this year. Instead, we will focus on reducing discretionary leave and leave for appointments that could possibly be scheduled outside of work hours.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional development will be provided focusing on Schoology and blended learning.</p> <p>Strategy's Expected Result/Impact: 1. The Testing Coordinator Academy will provide useful information on implementing all state assessments (TELPAS, TELPAS ALT, STAAR, STAAR ALT 2).</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Region 4 Campus Testing Coordinator Academy 2022 CTC Academy presented in collaboration with B.R.A.T.S. - Title I - \$75</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 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents and students will participate in virtual and face to face family engagement activities such as :</p> <p>Meet the Teacher Open House Field Day Parent-Teacher Organization Meetings Winter Wonderland</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. 1. Yeager Elementary is promoting family involvement with a individual educational activity to promote literacy and family time.</p> <p>Staff Responsible for Monitoring: Title I Coordinator</p> <p>Funding Sources: Scholastic Books for each student (Winter Wonderland) - Title I - \$4,543.01</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): Promenade Apartments</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: Title I Specialist</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. Parents can attend in person or via zoom.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Feb	May
			
<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 Yeager Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Yeager Elementary School

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Behavior	1
Staff	Specialist	Title I	.5
Staff	Teacher	Reading	1
Staff	Testing Coordinator	Assessment	.5
Staff	Paraprofessional	Classroom Aide	.5
Staff	Paraprofessional	Classroom Aide	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Writing materials (Lakeshore)		\$360.87
1	1	2	Writing notebooks (School Speciality)		\$465.75
1	1	4	Supplies Grades Pre-K -5		\$4,308.74
1	1	4	Math Supplies- grades 2-5		\$1,497.75
1	1	7	Brain Pop		\$3,250.00
1	1	7	Flocabulary		\$2,600.00
1	1	8	Temporary Workers		\$33,000.00
1	1	8	Salaries		\$234,784.00
1	1	8	Extra-duty pay: Staff Development		\$5,300.00
1	1	8	Supplies: Instructional		\$6,000.00
3	2	1	Region 4 Campus Testing Coordinator Academy 2022 CTC Academy presented in collaboration with B.R.A.T.S.		\$75.00
4	1	1	Scholastic Books for each student (Winter Wonderland)		\$4,543.01
Sub-Total					\$296,185.12
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Extra Duty		\$3,228.00
Sub-Total					\$3,228.00

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	Yeager	All	118	66	56%	70%	14%	134	74	55%
Math	3	Yeager	Hispanic	71	34	48%	70%	22%	71	32	45%
Math	3	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Yeager	Asian	*	*	*	*	*	*	*	*
Math	3	Yeager	African Am.	23	12	52%	70%	18%	29	15	52%
Math	3	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Yeager	White	19	16	84%	95%	11%	25	20	80%
Math	3	Yeager	Two or More	*	*	*	*	*	5	3	60%
Math	3	Yeager	Eco. Dis.	86	42	49%	70%	21%	91	40	44%
Math	3	Yeager	LEP Current	35	12	34%	60%	26%	27	9	33%
Math	3	Yeager	At-Risk	67	29	43%	60%	17%	81	34	42%
Math	3	Yeager	SPED	19	2	11%	50%	39%	13	2	15%
Math	4	Yeager	All	114	62	54%	70%	16%	133	63	47%
Math	4	Yeager	Hispanic	65	40	62%	75%	13%	76	29	38%
Math	4	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Yeager	Asian	5	4	80%	90%	10%	*	*	*
Math	4	Yeager	African Am.	26	5	19%	50%	31%	35	16	46%
Math	4	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Yeager	White	17	13	76%	90%	14%	19	15	79%
Math	4	Yeager	Two or More	*	*	*	*	*	*	*	*
Math	4	Yeager	Eco. Dis.	77	39	51%	65%	14%	95	36	38%
Math	4	Yeager	LEP Current	25	13	52%	65%	13%	40	11	28%
Math	4	Yeager	At-Risk	51	29	57%	65%	8%	87	29	33%
Math	4	Yeager	SPED	12	2	17%	50%	33%	24	3	13%
Math	5	Yeager	All	131	92	70%	80%	10%	121	84	69%
Math	5	Yeager	Hispanic	65	43	66%	75%	9%	65	50	77%
Math	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Yeager	Asian	7	7	100%	100%	0%	*	*	*
Math	5	Yeager	African Am.	30	16	53%	70%	17%	30	14	47%
Math	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Yeager	White	26	25	96%	100%	4%	20	15	75%
Math	5	Yeager	Two or More	*	*	*	*	*	*	*	*
Math	5	Yeager	Eco. Dis.	79	51	65%	75%	10%	75	45	60%
Math	5	Yeager	LEP Current	25	13	52%	70%	18%	24	14	58%
Math	5	Yeager	At-Risk	74	41	55%	70%	15%	83	54	65%
Math	5	Yeager	SPED	12	2	17%	50%	33%	15	5	33%

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Yeager	All	118	77	65%	75%	10%	134	91	68%
Reading	3	Yeager	Hispanic	72	43	60%	70%	10%	71	45	63%
Reading	3	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Yeager	Asian	*	*	*	*	*	*	*	*
Reading	3	Yeager	African Am.	23	14	61%	70%	9%	29	18	62%
Reading	3	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Yeager	White	19	16	84%	90%	6%	25	22	88%
Reading	3	Yeager	Two or More	*	*	*	*	*	5	3	60%
Reading	3	Yeager	Eco. Dis.	86	52	60%	70%	10%	91	54	59%
Reading	3	Yeager	LEP Current	35	14	40%	60%	20%	27	12	44%
Reading	3	Yeager	At-Risk	67	35	52%	70%	18%	81	46	57%
Reading	3	Yeager	SPED	19	7	37%	60%	23%	13	4	31%
Reading	4	Yeager	All	113	75	66%	75%	9%	133	85	64%
Reading	4	Yeager	Hispanic	65	43	66%	75%	9%	76	48	63%
Reading	4	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Yeager	Asian	5	5	100%	100%	0%	*	*	*
Reading	4	Yeager	African Am.	25	12	48%	65%	17%	35	17	49%
Reading	4	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Yeager	White	17	15	88%	95%	7%	19	17	89%
Reading	4	Yeager	Two or More	*	*	*	*	*	*	*	*
Reading	4	Yeager	Eco. Dis.	76	46	61%	75%	14%	95	54	57%
Reading	4	Yeager	LEP Current	25	13	52%	70%	18%	40	20	50%
Reading	4	Yeager	At-Risk	51	29	57%	70%	13%	87	47	54%
Reading	4	Yeager	SPED	12	4	33%	60%	27%	24	6	25%
Reading	5	Yeager	All	130	105	81%	90%	9%	121	97	80%
Reading	5	Yeager	Hispanic	64	44	69%	75%	6%	65	55	85%
Reading	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Yeager	Asian	7	7	100%	100%	0%	*	*	*
Reading	5	Yeager	African Am.	30	25	83%	92%	9%	30	19	63%
Reading	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Yeager	White	26	26	100%	100%	0%	20	17	85%
Reading	5	Yeager	Two or More	*	*	*	*	*	*	*	*
Reading	5	Yeager	Eco. Dis.	78	57	73%	82%	9%	75	56	75%
Reading	5	Yeager	LEP Current	25	9	36%	60%	24%	24	17	71%
Reading	5	Yeager	At-Risk	73	48	66%	75%	9%	83	64	77%
Reading	5	Yeager	SPED	11	4	36%	60%	24%	15	4	27%

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	Yeager	All	131	97	74%	85%	11%	120	89	74%
Science	5	Yeager	Hispanic	65	44	68%	80%	12%	64	51	80%
Science	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Yeager	Asian	7	7	100%	100%	0%	*	*	*
Science	5	Yeager	African Am.	30	19	63%	75%	12%	30	16	53%
Science	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Yeager	White	26	25	96%	100%	4%	20	17	85%
Science	5	Yeager	Two or More	*	*	*	*	*	*	*	*
Science	5	Yeager	Eco. Dis.	78	53	68%	78%	10%	74	52	70%
Science	5	Yeager	LEP Current	24	13	54%	70%	16%	24	15	63%
Science	5	Yeager	At-Risk	72	46	64%	75%	11%	82	59	72%
Science	5	Yeager	SPED	12	1	8%	50%	42%	15	4	27%

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	Yeager	All	114	30	26%	50%	24%	133	22	17%
Math	4	Yeager	Hispanic	65	17	26%	50%	24%	76	10	13%
Math	4	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Yeager	Asian	5	4	80%	95%	15%	*	*	*
Math	4	Yeager	African Am.	26	2	8%	50%	42%	35	3	9%
Math	4	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Yeager	White	17	7	41%	65%	24%	19	9	47%
Math	4	Yeager	Two or More	*	*	*	*	*	*	*	*
Math	4	Yeager	Eco. Dis.	77	16	21%	50%	29%	95	13	14%
Math	4	Yeager	LEP Current	25	3	12%	50%	38%	40	5	13%
Math	4	Yeager	At-Risk	51	12	24%	50%	26%	87	10	11%
Math	4	Yeager	SPED	12	0	0%	50%	50%	24	0	0%
Math	5	Yeager	All	131	69	53%	70%	17%	121	45	37%
Math	5	Yeager	Hispanic	65	30	46%	70%	24%	65	28	43%
Math	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Yeager	Asian	7	6	86%	95%	9%	*	*	*
Math	5	Yeager	African Am.	30	11	37%	60%	23%	30	4	13%
Math	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Yeager	White	26	21	81%	95%	14%	20	9	45%
Math	5	Yeager	Two or More	*	*	*	*	*	*	*	*
Math	5	Yeager	Eco. Dis.	79	31	39%	50%	11%	75	25	33%
Math	5	Yeager	LEP Current	25	7	28%	50%	22%	24	8	33%
Math	5	Yeager	At-Risk	74	27	36%	50%	14%	83	23	28%
Math	5	Yeager	SPED	12	1	8%	50%	42%	15	1	7%
Reading	4	Yeager	All	113	35	31%	50%	19%	133	54	41%
Reading	4	Yeager	Hispanic	65	17	26%	50%	24%	76	26	34%
Reading	4	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Yeager	Asian	5	3	60%	80%	20%	*	*	*
Reading	4	Yeager	African Am.	25	4	16%	50%	34%	35	10	29%
Reading	4	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Yeager	White	17	11	65%	85%	20%	19	16	84%
Reading	4	Yeager	Two or More	*	*	*	*	*	*	*	*
Reading	4	Yeager	Eco. Dis.	76	20	26%	50%	24%	95	29	31%
Reading	4	Yeager	LEP Current	25	3	12%	50%	38%	40	6	15%
Reading	4	Yeager	At-Risk	51	12	24%	50%	26%	87	23	26%
Reading	4	Yeager	SPED	12	1	8%	50%	42%	24	3	13%

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	Yeager	All	130	71	55%	70%	15%	121	63	52%
Reading	5	Yeager	Hispanic	64	27	42%	65%	23%	65	36	55%
Reading	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Yeager	Asian	7	7	100%	100%	0%	*	*	*
Reading	5	Yeager	African Am.	30	13	43%	65%	22%	30	8	27%
Reading	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Yeager	White	26	22	85%	95%	10%	20	15	75%
Reading	5	Yeager	Two or More	*	*	*	*	*	*	*	*
Reading	5	Yeager	Eco. Dis.	78	34	44%	65%	21%	75	35	47%
Reading	5	Yeager	LEP Current	25	4	16%	50%	34%	24	9	38%
Reading	5	Yeager	At-Risk	73	26	36%	50%	14%	83	39	47%
Reading	5	Yeager	SPED	11	1	9%	50%	41%	15	2	13%
Science	5	Yeager	All	131	60	46%	60%	14%	120	57	48%
Science	5	Yeager	Hispanic	65	22	34%	50%	16%	64	32	50%
Science	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Yeager	Asian	7	7	100%	100%	0%	*	*	*
Science	5	Yeager	African Am.	30	10	33%	50%	17%	30	8	27%
Science	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Yeager	White	26	20	77%	90%	13%	20	13	65%
Science	5	Yeager	Two or More	*	*	*	*	*	*	*	*
Science	5	Yeager	Eco. Dis.	78	29	37%	50%	13%	74	27	36%
Science	5	Yeager	LEP Current	24	4	17%	50%	33%	24	6	25%
Science	5	Yeager	At-Risk	72	22	31%	50%	19%	82	31	38%
Science	5	Yeager	SPED	12	1	8%	50%	42%	15	2	13%

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	Yeager	All	118	8	7%	15%	8%	134	9	7%
Math	3	Yeager	Hispanic	71	3	4%	10%	6%	71	3	4%
Math	3	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Yeager	Asian	*	*	*	*	*	*	*	*
Math	3	Yeager	African Am.	23	0	0%	10%	10%	29	2	7%
Math	3	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Yeager	White	19	3	16%	25%	9%	25	2	8%
Math	3	Yeager	Two or More	*	*	*	*	*	5	1	20%
Math	3	Yeager	Eco. Dis.	86	5	6%	10%	4%	91	3	3%
Math	3	Yeager	LEP Current	35	0	0%	5%	5%	27	0	0%
Math	3	Yeager	At-Risk	67	2	3%	5%	2%	81	3	4%
Math	3	Yeager	SPED	19	0	0%	5%	5%	13	0	0%
Math	4	Yeager	All	114	19	17%	25%	8%	133	10	8%
Math	4	Yeager	Hispanic	65	9	14%	20%	6%	76	4	5%
Math	4	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Yeager	Asian	5	3	60%	70%	10%	*	*	*
Math	4	Yeager	African Am.	26	0	0%	10%	10%	35	1	3%
Math	4	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Yeager	White	17	7	41%	50%	9%	19	5	26%
Math	4	Yeager	Two or More	*	*	*	*	*	*	*	*
Math	4	Yeager	Eco. Dis.	77	8	10%	20%	10%	95	5	5%
Math	4	Yeager	LEP Current	25	1	4%	10%	6%	40	2	5%
Math	4	Yeager	At-Risk	51	3	6%	10%	4%	87	4	5%
Math	4	Yeager	SPED	12	0	0%	5%	5%	24	0	0%
Math	5	Yeager	All	131	42	32%	40%	8%	121	20	17%
Math	5	Yeager	Hispanic	65	18	28%	35%	7%	65	9	14%
Math	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Yeager	Asian	7	5	71%	80%	9%	*	*	*
Math	5	Yeager	African Am.	30	5	17%	25%	8%	30	3	10%
Math	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Yeager	White	26	14	54%	62%	8%	20	5	25%
Math	5	Yeager	Two or More	*	*	*	*	*	*	*	*
Math	5	Yeager	Eco. Dis.	79	17	22%	32%	10%	75	10	13%
Math	5	Yeager	LEP Current	25	4	16%	25%	9%	24	2	8%
Math	5	Yeager	At-Risk	74	14	19%	28%	9%	83	6	7%
Math	5	Yeager	SPED	12	1	8%	15%	7%	15	0	0%

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

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Yeager	All	118	17	14%	20%	6%	134	31	23%
Reading	3	Yeager	Hispanic	72	7	10%	15%	5%	71	10	14%
Reading	3	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Yeager	Asian	*	*	*	*	*	*	*	*
Reading	3	Yeager	African Am.	23	3	13%	20%	7%	29	6	21%
Reading	3	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Yeager	White	19	5	26%	35%	9%	25	11	44%
Reading	3	Yeager	Two or More	*	*	*	*	*	5	1	20%
Reading	3	Yeager	Eco. Dis.	86	9	10%	15%	5%	91	15	16%
Reading	3	Yeager	LEP Current	35	2	6%	10%	4%	27	2	7%
Reading	3	Yeager	At-Risk	67	5	7%	12%	5%	81	11	14%
Reading	3	Yeager	SPED	19	0	0%	5%	5%	13	1	8%
Reading	4	Yeager	All	113	20	18%	25%	7%	133	29	22%
Reading	4	Yeager	Hispanic	65	8	12%	20%	8%	76	14	18%
Reading	4	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Yeager	Asian	5	2	40%	50%	10%	*	*	*
Reading	4	Yeager	African Am.	25	1	4%	12%	8%	35	5	14%
Reading	4	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Yeager	White	17	9	53%	60%	7%	19	10	53%
Reading	4	Yeager	Two or More	*	*	*	*	*	*	*	*
Reading	4	Yeager	Eco. Dis.	76	8	11%	18%	7%	95	16	17%
Reading	4	Yeager	LEP Current	25	2	8%	14%	6%	40	4	10%
Reading	4	Yeager	At-Risk	51	6	12%	18%	6%	87	12	14%
Reading	4	Yeager	SPED	12	0	0%	5%	5%	24	1	4%
Reading	5	Yeager	All	130	46	35%	40%	5%	121	44	36%
Reading	5	Yeager	Hispanic	64	13	20%	25%	5%	65	26	40%
Reading	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Yeager	Asian	7	5	71%	80%	9%	*	*	*
Reading	5	Yeager	African Am.	30	9	30%	35%	5%	30	6	20%
Reading	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Yeager	White	26	18	69%	75%	6%	20	10	50%
Reading	5	Yeager	Two or More	*	*	*	*	*	*	*	*
Reading	5	Yeager	Eco. Dis.	78	18	23%	30%	7%	75	25	33%
Reading	5	Yeager	LEP Current	25	0	0%	5%	5%	24	7	29%
Reading	5	Yeager	At-Risk	73	9	12%	15%	3%	83	23	28%
Reading	5	Yeager	SPED	11	0	0%	5%	5%	15	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	
					#	%				#	%
Science	5	Yeager	All	131	22	17%	25%	8%	120	28	23%
Science	5	Yeager	Hispanic	65	6	9%	15%	6%	64	14	22%
Science	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Yeager	Asian	7	4	57%	65%	8%	*	*	*
Science	5	Yeager	African Am.	30	3	10%	18%	8%	30	4	13%
Science	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Yeager	White	26	9	35%	42%	7%	20	7	35%
Science	5	Yeager	Two or More	*	*	*	*	*	*	*	*
Science	5	Yeager	Eco. Dis.	78	7	9%	15%	6%	74	11	15%
Science	5	Yeager	LEP Current	24	1	4%	10%	6%	24	2	8%
Science	5	Yeager	At-Risk	72	5	7%	12%	5%	82	10	12%
Science	5	Yeager	SPED	12	0	0%	5%	5%	15	1	7%

Yeager

Early Childhood Literacy Board Outcome Goal

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	36%	18%	79%						24%		17%	44%	26%
2022	38%	20%	81%	NA	NA	NA	NA	NA	26%	NA	19%	46%	28%
2023	40%	22%	83%	NA	NA	NA	NA	NA	28%	NA	21%	48%	30%
2024	43%	25%	86%	NA	NA	NA	NA	NA	31%	NA	24%	51%	33%
2025	46%	28%	89%	NA	NA	NA	NA	NA	34%	NA	27%	54%	36%

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 39% to 49% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
39%	41%	43%	46%	49%

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%	25%	71%						28%		19%	44%	30%
2022	41%	27%	73%	NA	NA	NA	NA	NA	30%	NA	21%	46%	32%
2023	43%	29%	75%	NA	NA	NA	NA	NA	32%	NA	23%	48%	34%
2024	46%	32%	78%	NA	NA	NA	NA	NA	35%	NA	26%	51%	37%
2025	49%	35%	81%	NA	NA	NA	NA	NA	38%	NA	29%	54%	40%

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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