

Cypress-Fairbanks Independent School District

Bang Elementary School

2022-2023



Mission Statement

At Bang Elementary, we are creating a legacy that supports students academically and emotionally.

Vision

Cy-Fair I.S.D. Opportunity is Here

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students 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 as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: The CPOC committee of the 2021-2022 school year met on May 17, 2022. The CPOC committee of the 2022-2023 school year met on September 9, 2022. During this meeting we went through the Root Cause Analysis process. Committee looked at data, we wrote facts down on chart paper, and agreed on the problem based on facts. Committee then listed contributing factors in the 10-5-5 process. Due to only 1 representatives from each grade level being there this information was then brought to teachers during planning on September 13, 2022. After much discussion of contributing factors all teachers agreed on the one most important factor. The committee then reconvened after school and then went through questions. The committee decided what we wanted to do differently this school year to address this problem. Discussions included what we wanted to do differently for the school year and how much improvement we wanted to see in scores.

The comprehensive needs assessment was reviewed and/or revised on the following dates: 2021-22 May CPOC meeting took place on . The comprehensive needs assessment for the 2022-2023 school year took place on September 9th and 13th of 2022.

In summary, the comprehensive needs assessment denotes the following:

The lack of consistent small group instruction and thoroughly planned instruction creates gaps in student learning.

We need guidance in planning purposeful small group instruction that targets specific student needs.

We need to increase the use of academic vocabulary and utilization of student made word walls.

We need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk 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: Schoolwide Program Plan/Campus Improvement Plan: 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. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 17, 2022 and September 9th & 13th of 2022 to develop the CNA and the strategies. Those meetings were held in the Library and Instructional Specialist classroom starting at 7:30 am on September 9th. ON September 13th committee met during planning times and then reconvened all together at

4:00 pm.. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: The CPOC committee of the 2021-2022 school year met on May 17, 2022. The CPOC committee of the 2022-2023 school year met on September 9, 2022. During this meeting we went through the Root Cause Analysis process. Committee looked at data, we wrote facts down on chart paper, and agreed on the problem based on facts. Committee then listed contributing factors in the 10-5-5- process. Due to only 1 representative from each grade level being there this information was then brought to teachers during planning on September 13, 2022. After much discussion of contributing factors all teachers agreed on the one most important factor. Teachers then went through questions and committee after school decided what we wanted to do differently this school year to address this problem. Discussions included what we wanted to do differently for the school year and how much improvement we wanted to see in scores.

Based on feedback from the committee, the campus has the following priorities for the current school year:

The lack of consistent small group instruction and thoroughly planned instruction creates gaps in student learning.

We need guidance in planning purposeful small group instruction that targets specific student needs.

We need to increase the use of academic vocabulary and utilization of student made word walls.

We need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

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.

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

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

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

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

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

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

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

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Demographics

Demographics Summary

Bang is a wonderful campus with a diverse population. Our mission is to create a legacy that supports students academically, socially, and emotionally. It is our mission to provide a safe, learning environment that inspires students and staff to continually grow. We pride ourselves in providing differentiated staff development opportunities to build teaching capacity and enhance learning for our students. We believe home + school working together = students success.

Demographics Strengths

Our demographics mirror CFISD.

Student Achievement

Student Achievement Strengths

Our 2020-2021 STAAR results revealed:

1. Our AA population showed strengths in the following areas: 5th grade science-1st in cluster, 5th grade math-2nd in cluster, 4th grade math-1st in cluster
2. Our white population showed strengths in the following areas: 5th grade math and science were both 2nd in our cluster
3. Our Hispanic population showed strengths in the following areas: 5th grade math and science were both 1st in our cluster, 3rd grade math was 2nd in our cluster
4. Our ED population showed strengths in the following areas: 5th grade math was 1st in our cluster, 5th grade science was 2nd in our cluster
5. Our SPED population showed strengths in the following area: 3rd grade math was 2nd in our cluster
6. Our LEP population showed strengths in the following area: 5th grade math was 1st in our cluster.
7. 5th grade science excelled in the areas of Earth and Space as well as Matter and Energy compared to the other reporting categories.

3rd grade:

- 3rd grade readers showed greatest strength in Category 1 Understanding Across Genres at 79% including vocabulary development, understanding theme, and multiple genres such as poetry, fiction, and non-fiction
- 80% of third graders reporting in two or more races subgroup approached on their 2021 Reading test
- 61% of the 3rd grade LEP students who tested approached in Reading
- 34% of the Hispanic 3rd grade students who approached also met the standard on Reading
- 56% of the African-American students who approached also met the standard in Reading
- 79% of Bilingual 3rd grade students approached in Reading
- The Hispanic subgroup in Category 1 got 80% of these items correct in Understanding Across Genres scoring only 3% under the White subgroup
- Non-LEP students in their second year of monitoring got 86% of the items correct in Category 1 Understanding Across Genres

4th grade:

- Non-LEP monitored 3rd year students performed the highest across reporting categories at 84% (category 1), 82% (category 2) and 82%(category 3)
- 47% of the 4th graders who approached met the standard in Reading

- 46% of the 4th graders who met the standard in Reading mastered
- Hispanic subgroup performed the highest in Reading with 67% approaching
- 75% of Asian subgroup who approached mastered in Reading
- 41% of the 4th grade Economically Disadvantaged students who approached also met the standard
- 17% increase in LEP students Approaching from 2019 to 2021
- 24% increase year 3 monitored LEP students Mastering from 2019 to 2021

5th grade:

- 80% of 5th grade students Approached in Reading
- 75% of 5th grade students who Approached met the standard in Reading
- 70% of 5th grade students who Met the standard also Mastered
- 80% of Hispanic subgroup Approached in Reading
- 81% of Economically disadvantaged subgroup Approached in Reading
- 100% of LEP students monitoring year 2,3, and 4 Approached in Reading
- 47% of Hispanic subgroup who approached also Mastered in Reading
- Percentage of 5th graders Mastering increased 7% from 2019 to 2021
- 1% increase in Hispanic subgroup Approaching from 2019 to 2021
- 4% increase in Asian subgroup Approaching from 2019 to 2021
- 23% increase in LEP students Approaching from 2019 to 2021
- 21% increase in Asian students Mastering from 2019 to 2021
- 13% increase in White students Mastering from 2019 to 2021
- 15% increase in LEP students Mastering from 2019 to 2021
- 12% increase in SPED students Approaching from 2019 to 2021
- 16% increase in SPED students Meeting from 2019 to 2021

- 14% increase in SPED students Mastering from 2019 to 2021
- 90% of year four monitored LEP students Mastered

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are beginning the 2022-23 school year with learning gaps onset by COVID-19. **Root Cause:** The lack of consistent small group instruction and thoroughly planned instruction creates gaps in student learning.

Problem Statement 2: RLA: Bang Elementary did not meet the CIP target performance in "Meets" in the following subgroups: African American, emergent bilinguals, and special education. **Root Cause:** RLA: We need to provide opportunities for purposeful small group instruction and meaningful conferring with all students.

Problem Statement 3: Math: Bang Elementary did not meet the CIP target performance in "Approaches" for 3rd and 4th grade. **Root Cause:** Math: Teachers need guidance in planning purposeful small group instruction that targets specific student needs.

Problem Statement 4: Science: We did not meet our 2022 Target Goal for the "Approaches" level in Science in 5th grade. **Root Cause:** Science: Teachers need to increase the use of academic vocabulary and utilization of student made word walls.

Problem Statement 5: 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

Student attendance at Bang continues to be a focus. We have attendance incentives and awards to enhance attendance. When students arrive late, they are greeted and walked to class.

Restorative Practices

We are a Positive Behavior Interventions and Support (P.B.I.S.) Campus with Level 1 and Level 2 teams. Our students are taught to demonstrate their (G.R.O.W.L.) Great Attitude, Respect, Organization, Wise Choices, and Leadership consistently.

Approximately 97% of our staff participates in the "Helping Us Grow Stronger" (H.U.G.S.) mentor program.

Multiple programs are implemented to help us with this goal such as:

- Project Safety
- Student of the Week
- Boys of Bang
- Book Club
- Garden Club
- Music Club
- Art Club
- Volleyball Club
- Girls & Pearls and Girls on the Run - Girls Empowerment Programs
- Ambassadors Program: provides leadership opportunities for students in 4th and 5th grade
- Daily Class Meetings
- Red Ribbon Week

Campus Safety

Our campus has implemented all-district safety protocols. We have created and implemented power points for safety drills and practicing campus safety. The campus sends letters, newsletters, video, and safety information. This campus is entering its seventh year of providing parents with a Friday call out at 5:00 pm through the school messenger system which often includes safety reminders.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: In the 2021-22 school year, Bang Elementary exceeded 400 office referrals. **Root Cause:** School Culture and Climate: Students are struggling to appropriately communicate their needs and teachers are struggling to prevent and de-escalate disruptions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment and retention:

- Promote Healthy Practices
- Distribute GROWL Green Bucks to Recognize Staff
- School Wide recognition through weekly "Shout Out System"
- Increase team building activities through out the year.
- Provide ongoing training that supports working with students with unique needs.
- Maintain our school values through an organized system with lead mentors.
- PTO monthly rewards/treats
- Correlate "Teacher Appreciation" with their love language
- Increase opportunities for professional growth for para educators.
- Provide training for teachers and staff on working with difficult students.
- Utilize school wide data base to provide personalized rewards and treats.
- Provide support via "New Teacher Academy"

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance is not as high as in pre COVID. **Root Cause:** Teacher/Paraprofessional Attendance: We need to encourage staff to be in class as much as possible and only leave for doctor appointments when absolutely necessary. We have also failed to recognize good teacher attendance.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Math:

5th grade exceeded the district for the February Benchmark

District: 62% proficient

Bang: 66% proficient

Science & Math:

Teachers were effective in pulling small groups to work with students who had gaps in their learning for math and science

Reading:

5th grade exceeded the district for the February Benchmark:

District: 66.3% proficient

Bang: 68.5% proficient

Writing:

Teachers were able to analyze checkpoint and benchmark data to effectively create small groups and reteach revising and editing strategies.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The lack of consistent small group instruction and inconsistent follow through with prepared and planned instruction creates gaps in student learning when.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

Parent Survey data & attendance indicates positive feedback back for the following programs offered at Bang Elementary these include:

- Science and Technology Club
- Title I Parent Meetings
- Homeroom Parent Ambassadors
- Parent Volunteers
- Multicultural Night
- Family Math Night
- Family Reading Night
- Science Family Night
- 30th Anniversary Parent Team
- PTO Monthly Meetings
- Parent Monthly Meetings
- Student Showcase and Grade Level Performances
- Community Veteran's Daytime program
- Career Share & Tell
- Coffee with the Counselors

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Due to COVID protocols and continued concerns, we need to find ways to encourage parents to attend school events in person. **Root Cause:** Parent and Community Engagement: We need to strengthen our committee designated to plan activities to involve parents.

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 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.







HB3 Goal








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

Next Year's Recommendation: We need to focus on meets and masters level performance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA:</p> <p>Teachers will participate in additional planning after school monthly to prepare materials for intervention groups including after school tutorials and guided reading groups.</p> <p>Title I Funds will be utilized to fund an additional 5th grade reading teacher for class size reduction.</p> <p>ESSER Funds will be utilized to fund a reading interventionist beginning in October to support 2nd - 5th grade students, then utilizing ARIP funds for the same reason.</p> <p>Read 180 program will be utilized in 4th grade to support students who did not meet standard on 3rd grade STAAR with support from a paraprofessional and reading interventionist to do rotations in the class.</p> <p>Professional development will be provided for reading teachers with emphasis on conferring with readers, tracking and utilizing reading goals, and growing readers through effective guided reading practices.</p> <p>Before and after school tutorial will be provided by reading teachers to close reading gaps for individual students.</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, APs, ISs, Primary Coach, Teaching Staff</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will focus on analyzing data efficiently using formative assessments, Schoology data, and student daily work to drive instructional small groups.</p> <p>We will enhance the engagement in our math classes for students.</p> <p>We will utilize a class size reduction teacher in 5th grade math to reduce the student teacher ratio.</p> <p>We will hire a full time math interventionist to address the learning gaps funded by State Comp Ed funds.</p> <p>We will purchase supplies to reinforce instruction funded by Title I.</p> <p>We will utilize temporary workers to pull small groups of students to close the learning gap funded by Title I.</p> <p>We will provide after school tutoring opportunities.</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, AP's, Instructional Specialist, Primary Coach, Testing Coordinator, and instructional teaching staff.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will analyze formative data on a weekly basis and summative data at the end of each unit to drive small group instruction.</p> <p>Teachers will focus on vocabulary and utilize interactive word walls in the science classrooms.</p> <p>We will purchase supplies to reinforce instruction.</p> <p>Teachers will have focused planning time to discuss best practices for science lessons to engage students and carry out lesson plans as written.</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, AP's, Instructional Specialist, Primary Coach, Testing Coordinator, Instructional Teaching Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Targeted small instructional groups daily from 8:30-9:00. The primary classes will focus targeted instruction on 80% guided reading and 20% math. The 3-5 grades will target phonics using game format, guided reading for struggling readers, choice board for on level students and they will focus on fact fluency and computation.</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, AP's, Instructional Specialist, Primary Coach, Testing Coordinator, Instructional Teaching Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Students will have the opportunity to be involved in Bear Time and Library lessons to extend their learning. Students can join extracurricular activities such as Music Club, Art Club, Volleyball Club, Girls and Pearls, Reading Club, Baseball Club, PALS, Boys of Bang, Science Club, Girls on the Run and Ambassadors. All students will participate in Red Ribbon Week, Kindness Week, and College Week.</p> <p>Strategy's Expected Result/Impact: Students will learn responsibilities outside of the classroom that will carry over into the classroom. Student will gain knowledge of the world around them, outside of the classroom.</p> <p>Staff Responsible for Monitoring: Clubs, Sponsors, Coaches, APs, Counselors</p>	Formative		
	Nov	Feb	May
			














Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, African American, White, Hispanic, Eco. Disadvantaged, Emergent Bilingual, Special Ed., and Asian students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Title I Campuses: Close the achievement gap for African American, special education, economically disadvantaged, and Hispanic subgroups to meet or exceed the campus targets.</p> <p>1. Salaries: *The two behavior interventionists will assist in ensuring the social emotional needs of our students are met. *. 5 Bil/ESL Reading Support Teacher- will work in small groups with bilingual and ESL students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. *The three para educators will assist students in kindergarten, second and fourth grade through small group interventions to assist in meeting or exceeding targets attached CIP target table. *.5 primary instructional coach will assist with ensuring our primary students meet or exceed their instructional goals.</p> <p>2. Temporary Workers - will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</p> <p>3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development 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.</p> <p>4. Instructional Supplies: * Paper and Laminate - Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students. * Poster maker paper supplies-will be used to create instructional posters and materials to meet the need of students. *Student instructional supplies to assist in the delivery of instruction for both small group intervention groups and closing the gap so that we may better meet the needs of all learners.</p> <p>5. Contracted Services-the contracted garden lessons are delivered to assist in meeting or exceeding targets on the attached CIP target table in math and science.</p> <p>6. Extra Duty Pay-assist students by providing extended day tutoring and camps in to help students meet or exceed the CIP targets for growth.</p> <p>7. Staff Registration ESC-dyslexia teachers will attend Region IV conference to help the students they serve meet or exceed their target goals.</p> <p>8. Library Books-support students with increasing reading levels and assist with meeting and exceeding targets on the attached CIP target table in reading.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Tutoring Strategy's Expected Result/Impact: Students attending before school tutoring will have a 30% increase in growth with all assessments in math and reading. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed targets as noted on the attached data tables Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Class Size Reduction Teacher (5th grade math) Strategy's Expected Result/Impact: By the conclusion of the 2022-2023 school year, 90% of students in this class will meet the approaches of higher standard on RLA STAAR 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 current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached data table</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments</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 2022-23 school year, 100% of the district's safety policies will be implemented.

High Priority

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

Implement all Lead Safely protocols

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: 100% of Bang staff and students will implement and follow all Lead Safely guidelines and protocols. Monthly training's for staff on our safety policies and procedures, providing training materials to the teachers to teach our drills and protocols as well as modeling both with fidelity.</p> <p>Strategy's Expected Result/Impact: Students and staff will comply with all safety procedures 100% of the time.</p> <p>Staff Responsible for Monitoring: Admin, Teachers, all staff</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) 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: Principal, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will be accessible at recess and connected by communication through use of walkie talkies.</p> <p>Strategy's Expected Result/Impact: Increased communication and faster response times.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			


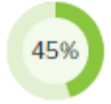





Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 85% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: dance party for monthly perfect attendance, popsicle party, dr note exception for those that are truly sick, tchart of what is sick and what's not, drawings for weekly attendance-look for bikes or anything to give away

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance On-Campus: We will maintain 95% or higher attendance rate for the year through class and school wide recognition celebrations. Weekly reminders will be sent through electronic forms of communication and staff calls to parents.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95% by May, 2023.</p> <p>Staff Responsible for Monitoring: Attendance Secretary, Principal, Teachers, APs, Counselors, and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			




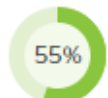





Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Incentives for teachers who implement morning mornings on a regular basis.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Students will participate in various small group counseling/lunch bunch groups for support and behavior skills. Provide training for teachers on working with difficult students. All staff participated in Discipline with Dignity book study for CTE hours this year. Teachers will participate in book studies for Hacking School Discipline, Hacking Classroom Management, and Emotional Poverty.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 15%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions for SPED/African-American students will decrease by 15%. In school suspensions will be reduced through conducting goal setting meetings, increasing virtual parent involvement, positive reinforcement/student incentives, and daily student check-ins.</p> <p>We will purchase supplies to reinforce instruction and PBIS needs.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 15%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Out of school suspensions will be reduced though conducting goal setting meetings, increasing virtual parent involvement, positive reinforcement, and daily student check-ins.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 15%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Reduce SOS Placements by training teachers with AA boys, Kid's Deserve IT, PBIS II team, Book studies and other professional development, and the purchase of PBIS Reward System utilizing Title I funding.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will be reduced by 15%.</p> <p>Staff Responsible for Monitoring: Principal, APs, BIs, Counselors</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Bang will continue to have 0% violent incidents because we utilize two behavior interventionists, a PBIS Rewards system, Code of Conduct Safety SAM meetings, and provide counseling support to students via guidance lessons, social skills lessons, individual and group counseling sessions, behavior resets, PALS program, HUGS buddy program, Boys of Bang club and Girls in Pearls program.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, APs, BIs, Counselors</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide teachers with opportunities to attend professional development through Student Services for Restorative Practices, Classroom Management, and Self and Social Awareness.</p> <p>Provide Sibme coaching, modeling, feedback and engage in discussions with teachers who have three years experience or less with BIs and APs.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease due to the strong relationships teachers have built with their students</p> <p>Out of school suspensions will be reduced by 15%</p> <p>SOS placement will be reduced by 35%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionists, and Counselors.</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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 2022-23 school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with perfect attendance certificates and gift cards to show appreciation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide a campus incentive to all staff who have perfect attendance each nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, Assistance Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Our staff will honor colleagues through the use of our PBIS Teacher reward system. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principals. Assistance Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Our staff will participate in "Fun First Friday" team building games before school. Small prizes will be awarded. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PTO provides monthly staff appreciation treats, small gifts and lunches through out the year. Strategy's Expected Result/Impact: Teachers/paraprofessionals attendance will increase 10% Staff Responsible for Monitoring: Principals and Assistant Principals</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 2022-23 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
CF-TESS Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will attend professional development on CF-Tess, and classroom management as needed.</p> <p>Strategy's Expected Result/Impact: by the end of the 2021-22 school year, 100% of new teachers will complete assigned professional development as needed.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High-Quality Professional Development: Campus leaders will engage in a Book Study to improve their communication in the area of coaching.</p> <p>Strategy's Expected Result/Impact: Support our targeted goals in our CIP</p> <p>Staff Responsible for Monitoring: Admin</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 2022-23 school year, parent and family engagement will increase by 10%.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to encourage and welcome parents in the building.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will utilize social media, Remind, Bang newsletters, and monthly calendars from the principal, campus website, and flyers to communicate opportunities to visit and volunteer on our campus.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary, IS's</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>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Susan Bolado	Principal
Classroom Teacher	Shemeka Idlebird	Teacher #1
Classroom Teacher	Claudia Jorgensen	Teacher #2
Classroom Teacher	Cindy Quach	Teacher #3
Classroom Teacher	Monica Medellin	Teacher #4
Classroom Teacher	Cecilia Navarro	Teacher #5
Classroom Teacher	Krysta Wogen	Teacher #6
Classroom Teacher	Patricia Cuevas	Teacher #7
Classroom Teacher	Shaunna Schlageter	Teacher #8
Administrator	Kayla Mouton	Assistant Principal
Administrator	Michelle Chatagnier	Assistant Principal
Administrator	Sheron Williams	Counselor
Administrator	Yolanda Holden	Counselor
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Joel Weckerly	Administrator (LEA) #2
Parent	Haven Le	Parent #1
Parent	Allison Bowen	parent #2
Community Representative	Maria Pieters Gray	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Derrick Weiss	Paraprofessional #1
Paraprofessional	Esther Karan	Paraprofessional #2
Paraprofessional	Michelle Warner	Paraprofessional #3
Paraprofessional	Ashley Turner	Paraprofessional
Support Teacher	Teresa Hime	Teacher #9
Support Teacher	Lindsey Golemon	Teacher #10

Committee Role	Name	Position
Administrator	Amber Denton	Primary IS
Administrator	Trisha Davis	2-5 ELAR IS
Administrator	Susan Moschella	2-5 Math IS
Administrator	Patricia Arechiga	Testing Coordinator
Administrator	Ronald Gerac	BI
Administrator	Jennifer "Elisa" Mann	Librarian
Administrator	Karelia Conner	Diagnostician
Admin Secretary	Teri Moyer	Admin. Secretary

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Math	3	Bang	All	130	84	65%	68%	63%	34	26%	28%	29%	13	10%	12%	10%
Math	3	Bang	Hispanic	59	40	68%	70%	67%	10	17%	19%	29%	3	5%	7%	10%
Math	3	Bang	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bang	Asian	10	8	80%	85%	*	6	60%	62%	*	3	30%	32%	*
Math	3	Bang	African Am.	31	13	42%	44%	47%	2	6%	8%	*	2	6%	8%	*
Math	3	Bang	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Bang	White	23	17	74%	76%	76%	13	57%	59%	59%	5	22%	24%	*
Math	3	Bang	Two or More	7	6	86%	88%	*	3	43%	45%	*	0	0%	2%	*
Math	3	Bang	Eco. Dis.	97	62	64%	66%	60%	22	23%	25%	24%	9	9%	11%	7%
Math	3	Bang	Emergent Bilingual	25	17	68%	71%	56%	5	20%	22%	22%	0	0%	2%	*
Math	3	Bang	At-Risk	77	42	55%	57%	53%	13	17%	19%	20%	3	4%	6%	8%
Math	3	Bang	SPED	21	10	48%	50%	36%	4	19%	21%	*	1	5%	7%	*
Math	4	Bang	All	146	95	65%	68%	60%	46	32%	34%	37%	22	15%	17%	17%
Math	4	Bang	Hispanic	76	50	66%	68%	66%	21	28%	30%	38%	7	9%	11%	11%
Math	4	Bang	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bang	Asian	10	8	80%	82%	80%	6	60%	62%	60%	6	60%	62%	*
Math	4	Bang	African Am.	36	22	61%	63%	32%	9	25%	27%	*	4	11%	13%	*
Math	4	Bang	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bang	White	18	11	61%	63%	71%	8	44%	46%	52%	3	17%	19%	33%
Math	4	Bang	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Bang	Eco. Dis.	104	65	63%	65%	55%	25	24%	26%	29%	13	13%	15%	11%
Math	4	Bang	Emergent Bilingual	30	15	50%	52%	57%	4	13%	15%	30%	2	7%	9%	*
Math	4	Bang	At-Risk	98	53	54%	56%	45%	19	19%	21%	20%	7	7%	9%	7%
Math	4	Bang	SPED	17	4	24%	26%	33%	1	6%	8%	*	0	0%	2%	*
Math	5	Bang	All	123	99	80%	82%	80%	55	45%	47%	48%	29	24%	26%	11%
Math	5	Bang	Hispanic	65	54	83%	85%	78%	26	40%	42%	46%	15	23%	25%	9%
Math	5	Bang	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bang	Asian	6	6	100%	100%	100%	6	100%	100%	90%	4	67%	70%	50%
Math	5	Bang	African Am.	29	21	72%	74%	73%	11	38%	41%	36%	4	14%	16%	*
Math	5	Bang	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bang	White	18	15	83%	85%	88%	11	61%	63%	50%	6	33%	35%	*
Math	5	Bang	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Bang	Eco. Dis.	89	72	81%	83%	76%	38	43%	45%	40%	20	22%	24%	7%
Math	5	Bang	Emergent Bilingual	30	22	73%	75%	71%	10	33%	35%	32%	7	23%	25%	*
Math	5	Bang	At-Risk	101	80	79%	81%	74%	40	40%	42%	34%	20	20%	22%	8%
Math	5	Bang	SPED	9	1	11%	12%	42%	0	0%	3%	*	0	0%	2%	*
Reading	3	Bang	All	130	92	71%	73%	83%	58	45%	47%	52%	35	27%	29%	18%
Reading	3	Bang	Hispanic	59	43	73%	75%	81%	20	34%	36%	52%	10	17%	19%	17%
Reading	3	Bang	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bang	Asian	10	7	70%	72%	100%	7	70%	72%	*	3	30%	33%	*
Reading	3	Bang	African Am.	31	17	55%	57%	81%	8	26%	28%	41%	4	13%	15%	*
Reading	3	Bang	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Bang	White	23	19	83%	85%	94%	17	74%	76%	76%	14	61%	63%	41%
Reading	3	Bang	Two or More	7	6	86%	87%	*	6	86%	88%	*	4	57%	59%	*

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Reading	3	Bang	Eco. Dis.	97	68	70%	72%	82%	40	41%	43%	48%	23	24%	26%	14%
Reading	3	Bang	Emergent Bilingual	25	18	72%	74%	70%	9	36%	38%	37%	2	8%	10%	*
Reading	3	Bang	At-Risk	77	47	61%	63%	75%	23	30%	32%	34%	12	16%	18%	9%
Reading	3	Bang	SPED	21	8	38%	40%	64%	5	24%	26%	*	4	19%	21%	*
Reading	4	Bang	All	146	106	73%	75%	66%	66	45%	47%	28%	38	26%	28%	10%
Reading	4	Bang	Hispanic	76	56	74%	76%	69%	36	47%	49%	23%	19	25%	27%	*
Reading	4	Bang	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Bang	Asian	10	8	80%	82%	70%	6	60%	62	*	4	40%	42%	*
Reading	4	Bang	African Am.	36	26	72%	74%	46%	12	33%	35%	*	8	22%	24%	*
Reading	4	Bang	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Bang	White	18	11	61%	63%	71%	8	44%	46%	48%	6	33%	35%	29%
Reading	4	Bang	Two or More	*	*	*	*	100%	*	*	*	*	*	*	*	*
Reading	4	Bang	Eco. Dis.	104	72	69%	71%	65%	43	41%	43%	21%	21	20%	22%	5%
Reading	4	Bang	Emergent Bilingual	30	20	67%	69%	52%	12	40%	42%	*	4	13%	15%	*
Reading	4	Bang	At-Risk	98	66	67%	69%	54%	30	31%	33%	12%	10	10%	12%	*
Reading	4	Bang	SPED	17	3	18%	20%	33%	2	12%	14%	*	0	0%	2%	*
Reading	5	Bang	All	123	103	84%	86%	80%	68	55%	57%	46%	44	36%	38%	18%
Reading	5	Bang	Hispanic	65	54	83%	85%	73%	37	57%	59%	46%	27	42%	44%	13%
Reading	5	Bang	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bang	Asian	6	5	83%	85%	100%	3	50%	53%	90%	2	33%	35%	*
Reading	5	Bang	African Am.	29	25	86%	87%	86%	15	52%	54%	31%	7	24%	26%	17%
Reading	5	Bang	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bang	White	18	16	89%	91%	80%	11	61%	63%	40%	7	39%	41%	*
Reading	5	Bang	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Bang	Eco. Dis.	89	75	84%	86%	75%	49	55%	57%	37%	30	34%	36%	8%
Reading	5	Bang	Emergent Bilingual	30	20	67%	70%	68%	11	37%	39%	29%	8	27%	29%	*
Reading	5	Bang	At-Risk	101	83	82%	84%	73%	52	51%	53%	35%	33	33%	35%	11%
Reading	5	Bang	SPED	9	2	22%	23%	47%	0	0%	3%	*	0	0%	2%	*
Science	5	Bang	All	123	89	72%	75%	62%	47	38%	40%	21%	26	21%	23%	7%
Science	5	Bang	Hispanic	65	50	77%	79%	63%	22	34%	36%	18%	14	22%	24%	*
Science	5	Bang	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bang	Asian	6	6	100%	100%	70%	4	67%	70%	*	3	50%	52%	*
Science	5	Bang	African Am.	29	17	59%	61%	54%	9	31%	33%	14%	1	3%	5%	*
Science	5	Bang	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bang	White	18	14	78%	80%	67%	12	67%	70%	33%	8	44%	46%	*
Science	5	Bang	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Bang	Eco. Dis.	89	63	71%	73%	55%	30	34%	36%	13%	14	16%	18%	*
Science	5	Bang	Emergent Bilingual	30	18	60%	62%	45%	5	17%	19%	*	5	17%	19	*
Science	5	Bang	At-Risk	101	71	70%	72%	51%	33	33%	35%	13%	19	19%	21%	*
Science	5	Bang	SPED	9	2	22%	23%	32%	2	22%	24%	*	0	0%	2%	*

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		BANG	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	42%	31%	44%	46%	46%	49%	52%
		Total Number Meets or Higher		38		58			
		Total Number Tested		121		125			
		Points away from or above target		-11		+2			
		Difference from Prior Year				+15			
		Growth from Prior Year				48%			
	African American	Target and Actual Rate	35%	36%	37%	24%	39%	42%	45%
		Total Number Meets or Higher		9		7			
		Total Number Tested		25		29			
		Points away from or above target		+1		-13			
		Difference from Prior Year				-12			
		Growth from Prior Year				-33%			
	Hispanic	Target and Actual Rate	38%	25%	40%	38%	42%	45%	48%
		Total Number Meets or Higher		15		23			
		Total Number Tested		60		60			
		Points away from or above target		-13		-2			
		Difference from Prior Year				+13			
		Growth from Prior Year				52%			
	Eco. Disadv.	Target and Actual Rate	35%	26%	37%	41%	39%	42%	45%
		Total Number Meets or Higher		23		38			
		Total Number Tested		88		92			
		Points away from or above target		-9		+4			
		Difference from Prior Year				+15			
		Growth from Prior Year				58%			
EL (Current & Monitored)	Target and Actual Rate	46%	16%	48%	36%	50%	53%	56%	
	Total Number Meets or Higher		6		12				
	Total Number Tested		37		33				
	Points away from or above target		-30		-12				
	Difference from Prior Year				+20				
	Growth from Prior Year				125%				
Cont. Enrolled	Target and Actual Rate	45%	33%	47%	52%	49%	52%	55%	
	Total Number Meets or Higher		30		51				
	Total Number Tested		91		98				
	Points away from or above target		-12		+5				
	Difference from Prior Year				+19				
	Growth from Prior Year				58%				
Non-Cont. Enrolled	Target and Actual Rate	33%	27%	35%	26%	37%	40%	43%	
	Total Number Meets or Higher		8		7				
	Total Number Tested		30		27				
	Points away from or above target		-6		-9				
	Difference from Prior Year				-1				
	Growth from Prior Year				-4%				

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		BANG	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	38%	18%	40%	28%	42%	45%	48%
		Total Number Meets or Higher		22		35			
		Total Number Tested		122		125			
		Points away from or above target		-20		-12			
		Difference from Prior Year				+10			
		Growth from Prior Year				56%			
	African American	Target and Actual Rate	26%	16%	28%	10%	30%	33%	36%
		Total Number Meets or Higher		4		3			
		Total Number Tested		25		29			
		Points away from or above target		-10		-18			
		Difference from Prior Year				-6			
		Growth from Prior Year				-38%			
	Hispanic	Target and Actual Rate	32%	15%	34%	20%	36%	39%	42%
		Total Number Meets or Higher		9		12			
		Total Number Tested		61		60			
		Points away from or above target		-17		-14			
		Difference from Prior Year				+5			
		Growth from Prior Year				33%			
Eco. Disadv.	Target and Actual Rate	32%	16%	34%	22%	36%	39%	42%	
	Total Number Meets or Higher		14		20				
	Total Number Tested		89		92				
	Points away from or above target		-16		-12				
	Difference from Prior Year				+6				
	Growth from Prior Year				38%				
EL (Current & Monitored)	Target and Actual Rate	41%	21%	43%	21%	45%	48%	51%	
	Total Number Meets or Higher		8		7				
	Total Number Tested		38		33				
	Points away from or above target		-20		-22				
	Difference from Prior Year				0				
	Growth from Prior Year				0%				
Cont. Enrolled	Target and Actual Rate	43%	15%	45%	33%	47%	50%	53%	
	Total Number Meets or Higher		14		32				
	Total Number Tested		91		98				
	Points away from or above target		-28		-12				
	Difference from Prior Year				+18				
	Growth from Prior Year				120%				
Non-Cont. Enrolled	Target and Actual Rate	26%	26%	28%	11%	30%	33%	36%	
	Total Number Meets or Higher		8		3				
	Total Number Tested		31		27				
	Points away from or above target		0		-17				
	Difference from Prior Year				-15				
	Growth from Prior Year				-58%				

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.