

**Notice of Regular Board Meeting
by Videoconference or Telephone Call
Board of Trustees
Thursday, December 5, 2024**

A Regular Board Meeting of the Board of Trustees will be held on Thursday, December 5, 2024, beginning at 6:00 PM, Boardroom of the Mark Henry, Ed.D. Administration Building, 11440 Matzke Road, Cypress, Texas 77429.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference or telephone call. At least a quorum of the board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

Members of the public may access this meeting and or provide public comments as identified below:

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Notice of this meeting was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building on December 2, 2024, at 4:00 p.m.

AGENDA COMMENTS: Per BED (Local), patrons may address the Board during any Board Meeting under Agenda Comments regarding items listed on the agenda for that meeting. Individuals must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under each agenda item listed for that meeting on the district website. This electronic speaker form must be completed in its entirety. Agenda Comments will generally be heard before each agenda item to be discussed or considered by the Board unless rearranged by the Board President. Any registered speaker who is absent from the meeting at the time for Agenda Comments forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

MEETING OPENING: Call to Order, Invocation and Pledge of Allegiance, District's Vision, and Mission Statement.

1. REMARKS AND ANNOUNCEMENTS

- A. The Superintendent will make remarks and announcements regarding the honors and achievements earned by staff and students in recent weeks and provide information regarding district and community events or items of interest.

2. BOARD COMMENTS

- A. Board members may make comments during this portion of the agenda regarding student

achievement, district progress and data, community input and concerns, observations from school visits, meetings and conferences attended, district and community events and initiatives, or continuing education. The Board may not take action on items discussed.

3. CITIZEN PARTICIPATION

- A. Per BED (Local), patrons may address the Board during the Regular Board Meeting under Citizen Participation on any matters of interest or concerns that are not posted agenda items. Individuals may only register to speak one time per meeting and must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under the Citizen Participation heading in the agenda for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Citizen Participation forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

CITIZEN PARTICIPATION WILL BE HEARD AT THE REGULAR BOARD MEETING ON THURSDAY, DECEMBER 5, 2024.

4. REPORTS

- A. The administration will provide a report on the beginning of year formative assessments.

5. PUBLIC HEARING

- A. The Board will hold a public hearing to review and solicit public comment on the Targeted Improvement Plan for Kirk Elementary.

6. CONSENT AGENDA

- A. The Board will consider approving the minutes of the November 11, 2024, Regular Board Meeting.
- B. The Board will consider approving on second reading the additions, revisions, or deletions to district policy:
1. CS (Local) Facility Standards (Add)
- C. The Board will consider approving the attached list of additional facilities for Off-Campus Physical Education, Category I, for the 2024-2025 Spring Semester.
- D. The Board will consider approving the district and campus improvement plans for the 2024-2025 school year.
- E. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.
1. Bananas for Nutrition Services
 2. Cleaning Supplies for Nutrition Services
 3. CTE Vocational Lab Supplies Equipment & Housewares
 4. Fine Arts Supplies and Equipment (Music, Dance, Theatre, and Visual Arts)
 5. Food Service Equipment for Nutrition Services
 6. Musical Instrument Repair
 7. Smallwares for Nutrition Services
- F. The Board will consider authorizing the superintendent to execute a memorandum of understanding with Texas A&M University for student teacher placement(s).

7. NON-CONSENT AGENDA

- A. The Board will consider authorizing the superintendent to execute a Memorandum of Understanding with the Texas Higher Education Coordinating Board.
- B. The administration will provide an update on Health as a CFISD local graduation requirement.

- C. The Board will consider approving the Targeted Improvement Plan for Kirk Elementary School for the 2024-2025 school year.
- D. The Board will consider making a determination that good cause did not exist as required by law for Samantha Oloffson, Mary Lovelace, Ariana Igwonobe, Juan Garcia, Melissa Joseph, Aretha Gardner, Dy'Omarithz McCalla-Travis, and Kathryn Lankford to resign their respective employment contracts. [This item may be discussed in closed session.]
- E. The Board will consider approving the superintendent's recommendation to give notice to Frances Alleman, pursuant to 21.211 of the Texas Educator Code, that her employment with the District under a term contract is terminated. [This item may be discussed in closed session.]

8. DISCUSSION

- A. The administration will discuss the Districtwide Intruder Detection Audit Report findings. [This item may be discussed in closed.]

9. CLOSED

SESSION

If, during the course of the meeting covered by this notice, the Board should determine that a closed session of the Board should be held or is required in relation to any item included in this notice, then such closed session as authorized by Section 551.001 of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 through 551.084, of the Open Meetings Act.

- A. There will be a Closed Session in accordance with Government Code Section 551.001 et. seq.

B. Section 551.071	C. For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law. For the purpose of consultation with the district's attorney concerning matters on which the attorney's duty to the district under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings laws.
D. Section 551.072	E. For the purpose of discussing the purchase, exchange, lease or value of real property.
F. Section 551.073	G. For the purpose of considering a negotiated contract for a prospective gift or donation.
H. Section 551.074	I. For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.
J. Section 551.076	K. To consider the deployment, or specific occasions for implementation, of security personnel or devices.
L. Section 551.0821	M. For the purpose of deliberating a matter regarding a public-school student if personally identifiable information about the student will necessarily be revealed.
N. Section 551.082	O. For the purpose of considering discipline of a public-school child or children or to hear a complaint by an employee against another

	employee if the complaint or charge directly results in a need for a hearing.
P. Section 551.083	Q. For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by section 13.901 of the Texas Education Code.
R. Section 551.084	S. For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

10. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

On December 2, 2024, at 4:00 p.m., this notice was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building.

For the Board of Trustees

CFISD Strategic Plan

Goal 1, Goal 5, and Goal 6
Formative Assessment Data Review
December 5, 2024



Formative Assessments

CFISD district-wide formative assessments

- Monitor student learning
- Feedback –teachers improve their teaching
- Feedback–students to enhance their learning
- Identify learning gaps
- Tailor instruction to meet specific needs in real-time

Data Digs

- Data reviewed/analyzed by
Administrators
Teachers
District staff
- Pinpoint areas of concern or excelling
- Additional support provided based on the data

Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objectives:

	1.1	The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Group	Reading Grades 3-8 DPM 1 2024-25								
	Total Tested	Did Not Meet		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All Students	49507	6104	12%	43403	88%	34822	70%	19323	39%
AA	10093	1806	18%	8287	82%	6087	60%	2881	29%
H	22128	3372	15%	18756	85%	14166	64%	6774	31%
W	9664	491	5%	9173	95%	8135	84%	5264	54%
A	5334	200	4%	5134	96%	4748	89%	3404	64%
Eco Dis	24302	4202	17%	20100	83%	14638	60%	6476	27%
SPED	7070	2323	33%	4747	67%	2744	39%	952	13%
Bilingual	2553	541	21%	2012	79%	1168	46%	368	14%
Bil. Testing in Spanish	23	16	70%	7	30%	0	0%	0	0%
Bil. Testing in English	2530	525	21%	2005	79%	1168	46%	368	15%
ESL	6721	1739	26%	4982	74%	3172	47%	1087	16%

Approaches, Meets, and Masters levels are based on the STAAR standards as of the TEA 2024 Raw Score Conversion Tables. This will allow for an accurate comparison to the 2025 STAAR results.

Group	Math Grades 3-8 DPM 1 2024-25								
	Total Tested	Did Not Meet		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All Students	45312	9193	20%	36119	80%	26013	57%	13078	29%
AA	9521	2797	29%	6724	71%	4121	43%	1646	17%
H	20659	5013	24%	15646	76%	10381	50%	4293	21%
W	8531	764	9%	7767	91%	6392	75%	3750	44%
A	4572	258	6%	4314	94%	3895	85%	2758	60%
Eco Dis	26556	7257	27%	19299	73%	12286	46%	4902	18%
SPED	6911	2846	41%	4065	59%	2150	31%	780	11%
Bilingual	2528	788	31%	1740	69%	979	39%	322	13%
Bil. Testing in Spanish	23	0	0%	23	100%	23	100%	0	0%
Bil. Testing in English	2505	788	31%	1717	69%	956	38%	322	13%
ESL	6551	2075	32%	4476	68%	2736	42%	991	15%

Approaches, Meets, and Masters levels are based on the STAAR standards as of the TEA 2024 Raw Score Conversion Tables. This will allow for an accurate comparison to the 2025 STAAR results.

Group	Algebra I DPM 1 2024-25								
	Total Tested	Did Not Meet		Approaches or Higher		Meets or Higher		Masters	
		#	%	#	%	#	%	#	%
All	9368	1358	14%	8010	86%	5506	59%	3646	39%
AA	1877	366	19%	1511	81%	868	46%	490	26%
H	4388	798	18%	3590	82%	2186	50%	1282	29%
W	1749	105	6%	1644	94%	1373	79%	1011	58%
A	966	37	4%	929	96%	838	87%	702	73%
Eco Dis	5269	1007	19%	4262	81%	2542	48%	1480	28%
SPED	857	300	35%	557	65%	232	27%	111	13%
ESL	1694	453	27%	1241	73%	592	35%	266	16%

Approaches, Meets, and Masters levels are based on the STAAR standards as of the TEA 2024 Raw Score Conversion Tables. This will allow for an accurate comparison to the 2025 STAAR results.

Group	Biology DPM 1 2024-25								
	Total Tested	Did Not Meet		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	8557	349	4%	8208	96%	7021	82%	3486	41%
AA	1735	94	5%	1641	95%	1321	76%	510	29%
H	3904	206	5%	3698	95%	3017	77%	1229	31%
W	1624	24	1%	1600	99%	1498	92%	937	58%
A	951	12	1%	939	99%	902	95%	657	69%
Eco Dis	4612	270	6%	4342	94%	3500	76%	1348	29%
SPED	728	97	13%	631	87%	372	51%	90	12%
ESL	1384	121	9%	1263	91%	887	64%	229	17%

Approaches, Meets, and Masters levels are based on the STAAR standards as of the TEA 2024 Raw Score Conversion Tables. This will allow for an accurate comparison to the 2025 STAAR results.

Group	English I DPM 1 2024-25								
	Total Tested	Did Not Meet		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	8881	1394	16%	7487	84%	5915	67%	2514	28%
AA	1810	376	21%	1434	79%	1040	57%	347	19%
H	4080	798	20%	3282	80%	2441	60%	841	21%
W	1674	114	7%	1560	93%	1370	82%	701	42%
A	952	57	6%	895	94%	809	85%	515	54%
Eco Dis	4885	1033	21%	3852	79%	2763	57%	923	19%
SPED	823	374	45%	449	55%	223	27%	48	6%
ESL	1406	559	40%	847	60%	438	31%	71	5%

Approaches, Meets, and Masters levels are based on the STAAR standards as of the TEA 2024 Raw Score Conversion Tables. This will allow for an accurate comparison to the 2025 STAAR results.

Group	English II DPM 1 2024-25								
	Total Tested	Did Not Meet		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	9379	1004	11%	8375	89%	6888	73%	2722	29%
AA	1886	241	13%	1645	87%	1241	66%	403	21%
H	4352	620	14%	3732	86%	2931	67%	865	20%
W	1808	76	4%	1732	96%	1573	87%	778	43%
A	979	42	4%	937	96%	864	88%	536	55%
Eco Dis	4962	745	15%	4217	85%	3223	65%	990	20%
SPED	773	258	33%	515	67%	292	38%	44	6%
ESL	1357	449	33%	908	67%	530	39%	62	5%

Approaches, Meets, and Masters levels are based on the STAAR standards as of the TEA 2024 Raw Score Conversion Tables. This will allow for an accurate comparison to the 2025 STAAR results.

Group	US History DPM 1 2024-25								
	Total Tested	Did Not Meet		Approaches or Higher		Meets or Higer		Masters	
		#	%	#	%	#	%	#	%
All	9080	146	2%	8934	98%	8063	89%	6275	69%
AA	1807	53	3%	1754	97%	1498	83%	1074	59%
H	4144	72	2%	4072	98%	3604	87%	2676	65%
W	1816	8	0%	1808	100%	1729	95%	1473	81%
A	978	7	1%	971	99%	924	94%	797	81%
Eco Dis	4699	102	2%	4597	98%	3991	85%	2902	62%
SPED	610	50	8%	560	92%	372	61%	215	35%
ESL	957	37	4%	920	96%	675	71%	429	45%

Approaches, Meets, and Masters levels are based on the STAAR standards as of the TEA 2024 Raw Score Conversion Tables. This will allow for an accurate comparison to the 2025 STAAR results.

Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

	5.1	Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Group	First Grade - Amira - Marking Period 1 - 2024-25																							
	DNM 2023-24 RIT Score	1.0 or Below		1.1		1.2		1.3		1.4		1.5		1.6		1.7		1.8		1.9		2.0 or Above		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All	3121	971	31%	317	10%	286	9%	271	9%	204	7%	203	7%	204	7%	162	5%	146	5%	115	4%	242	8%	
AA	526	174	33%	57	11%	55	10%	49	9%	31	6%	27	5%	36	7%	20	4%	21	4%	23	4%	33	6%	
H	1736	593	34%	181	10%	142	8%	151	9%	104	6%	112	6%	108	6%	80	5%	70	4%	61	4%	134	8%	
W	448	113	25%	45	10%	50	11%	43	10%	34	8%	33	7%	31	7%	29	6%	26	6%	14	3%	30	7%	
A	267	55	21%	20	7%	23	9%	17	6%	19	7%	18	7%	20	7%	26	10%	19	7%	13	5%	37	14%	
Eco Dis	2085	731	35%	220	11%	189	9%	170	8%	124	6%	121	6%	134	6%	96	5%	89	4%	73	4%	138	7%	
SPED	480	234	49%	44	9%	47	10%	39	8%	17	4%	15	3%	21	4%	13	3%	15	3%	18	4%	17	4%	
Bilingual	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Bil. Testing in Spanish	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Bil. Testing in English	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
ESL	584	179	31%	65	11%	48	8%	40	7%	36	6%	44	8%	38	7%	40	7%	33	6%	19	3%	42	7%	

Group	Second Grade - Amira - Marking Period 1 - 2024-25																							
	DNM 2023-24 RIT Score	2.0 or Below		2.1		2.2		2.3		2.4		2.5		2.6		2.7		2.8		2.9		3.0 or Above		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All	3708	1024	28%	161	4%	207	6%	222	6%	255	7%	243	7%	259	7%	247	7%	210	6%	195	5%	685	18%	
AA	709	235	33%	38	5%	45	6%	41	6%	49	7%	43	6%	45	6%	45	6%	43	6%	32	5%	93	13%	
H	1786	583	33%	87	5%	109	6%	123	7%	130	7%	117	7%	136	8%	121	7%	76	4%	76	4%	228	13%	
W	689	121	18%	25	4%	38	6%	41	6%	46	7%	43	6%	47	7%	43	6%	45	7%	51	7%	189	27%	
A	319	36	11%	5	2%	8	3%	9	3%	15	5%	29	9%	21	7%	28	9%	34	11%	23	7%	111	35%	
Eco Dis	2213	774	35%	116	5%	127	6%	139	6%	151	7%	138	6%	152	7%	146	7%	106	5%	95	4%	269	12%	
SPED	649	332	51%	30	5%	37	6%	40	6%	40	6%	34	5%	30	5%	22	3%	17	3%	19	3%	48	7%	
Bilingual	387	194	50%	24	6%	20	5%	27	7%	29	7%	28	7%	21	5%	17	4%	8	2%	10	3%	9	2%	
Bil. Testing in Spanish	4	3	75%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	25%	
Bil. Testing in English	383	191	50%	24	6%	20	5%	27	7%	29	8%	28	7%	21	5%	17	4%	8	2%	10	3%	8	2%	
ESL	316	125	40%	18	6%	22	7%	32	10%	25	8%	27	9%	21	7%	19	6%	10	3%	4	1%	13	4%	

Group	Third Grade - Amira - Marking Period 1 - 2024-25																							
	DNM 2023-24 RIT Score	3.0 or Below		3.1		3.2		3.3		3.4		3.5		3.6		3.7		3.8		3.9		4.0 or Above		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All	3190	1112	35%	128	4%	124	4%	130	4%	138	4%	152	5%	144	5%	147	5%	147	5%	135	4%	833	26%	
AA	632	251	40%	27	4%	32	5%	36	0%	28	4%	32	5%	23	4%	29	5%	29	5%	28	4%	117	19%	
H	1490	631	42%	65	4%	64	4%	66	4%	69	5%	64	4%	74	5%	73	5%	61	4%	50	3%	273	18%	
W	579	133	23%	23	4%	18	3%	17	3%	22	4%	31	5%	18	3%	19	3%	36	6%	32	0%	230	40%	
A	339	53	16%	7	2%	7	2%	6	2%	15	4%	18	5%	20	0%	17	5%	17	5%	15	4%	164	48%	
Eco Dis	1905	823	43%	87	5%	79	4%	86	5%	92	5%	95	5%	89	5%	93	5%	79	4%	62	3%	320	17%	
SPED	573	386	67%	22	4%	24	4%	22	4%	17	3%	23	4%	12	2%	9	2%	13	2%	14	2%	31	5%	
Bilingual	331	204	62%	17	5%	16	5%	17	5%	15	5%	13	4%	16	5%	11	3%	9	3%	6	2%	7	2%	
Bil. Testing in Spanish	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Bil. Testing in English	325	198	61%	17	5%	16	5%	17	5%	15	5%	13	4%	16	5%	11	3%	9	3%	6	2%	7	2%	
ESL	267	136	51%	14	5%	7	3%	13	5%	17	6%	14	5%	15	0%	8	3%	11	4%	8	3%	24	9%	

Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

	6.1	Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Group	Fourth Grade - Amira - Marking Period 1 - 2024-25																							
	DNM 2023-24 STAAR	4.0 or Below		4.1		4.2		4.3		4.4		4.5		4.6		4.7		4.8		4.9		5.0 or Above		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All	1405	1192	85%	43	3%	32	2%	29	2%	25	2%	22	2%	13	1%	13	1%	8	1%	6	0%	22	2%	
AA	383	333	87%	14	4%	6	2%	10	3%	6	2%	6	2%	0	0%	0	0%	2	1%	1	0%	5	1%	
H	766	655	86%	22	3%	16	2%	13	2%	16	2%	11	1%	6	1%	11	1%	3	0%	3	0%	10	1%	
W	148	113	76%	6	4%	7	5%	2	1%	1	1%	5	3%	4	3%	2	1%	2	1%	2	1%	4	3%	
A	51	39	76%	1	2%	2	4%	2	4%	2	4%	0	0%	1	2%	0	0%	1	2%	0	0%	3	6%	
Eco Dis	1090	943	87%	37	3%	21	2%	20	2%	15	1%	19	2%	7	1%	11	1%	5	0%	3	0%	9	1%	
SPED	569	516	91%	12	2%	9	2%	10	2%	5	1%	5	1%	1	0%	2	0%	1	0%	1	0%	7	1%	
Bilingual	277	262	95%	3	1%	3	1%	2	1%	2	1%	3	1%	0	0%	1	0%	0	0%	0	0%	1	0%	
Bil Testing in Spanish	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Bil Testing in English	276	261	95%	3	1%	3	1%	2	1%	2	1%	3	1%	0	0%	1	0%	0	0%	0	0%	1	0%	
ESL	188	152	81%	9	5%	8	4%	6	3%	5	3%	0	0%	3	2%	2	1%	1	1%	1	1%	1	1%	

Group	Fifth Grade - Amira - Marking Period 1 - 2024-25																							
	DNM 2023-24 STAAR	5.0 or Below		5.1		5.2		5.3		5.4		5.5		5.6		5.7		5.8		5.9		6.0 or Above		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All	1095	956	87%	25	2%	26	2%	16	1%	17	2%	16	1%	9	1%	3	0%	8	1%	5	0%	14	1%	
AA	304	279	92%	5	2%	3	1%	4	1%	3	1%	3	1%	3	1%	0	0%	1	0%	2	1%	1	0%	
H	581	501	86%	17	3%	15	3%	10	2%	12	2%	7	1%	5	1%	3	1%	6	1%	2	0%	3	1%	
W	119	100	84%	2	2%	5	4%	1	1%	1	1%	5	4%	0	0%	0	0%	1	1%	0	0%	4	3%	
A	56	44	79%	1	2%	2	4%	0	0%	0	0%	1	2%	1	2%	0	0%	0	0%	1	2%	6	11%	
Eco Dis	853	767	90%	16	2%	18	2%	11	1%	10	1%	11	1%	6	1%	2	0%	5	1%	4	0%	3	0%	
SPED	509	467	92%	8	2%	6	1%	5	1%	8	2%	6	1%	3	1%	1	0%	1	0%	2	0%	2	0%	
Bilingual	171	151	88%	5	3%	4	2%	2	1%	4	2%	2	1%	1	1%	0	0%	1	1%	1	1%	0	0%	
Bil Testing in Spanish	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Bil Testing in English	169	149	88%	5	3%	4	2%	2	1%	4	2%	2	1%	1	1%	0	0%	1	1%	1	1%	0	0%	
ESL	236	209	89%	7	3%	5	2%	3	1%	2	1%	4	2%	1	0%	1	0%	0	0%	2	1%	2	1%	

Cypress-Fairbanks ISD

Kirk Elementary

2024-25 Targeted Improvement Plan

To align identification of schools for improvement under the Every Student Succeeds Act (ESSA) with the state's accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI) schools. The Closing the Gaps domain consists of :

- Reading and math performance at meets or higher
- Reading and math growth
- Growth on the Texas English Language Proficiency System (TELPAS)
- Overall performance on STAAR 3-5 in reading, math, and science combined at the approaches, meets, and masters levels.

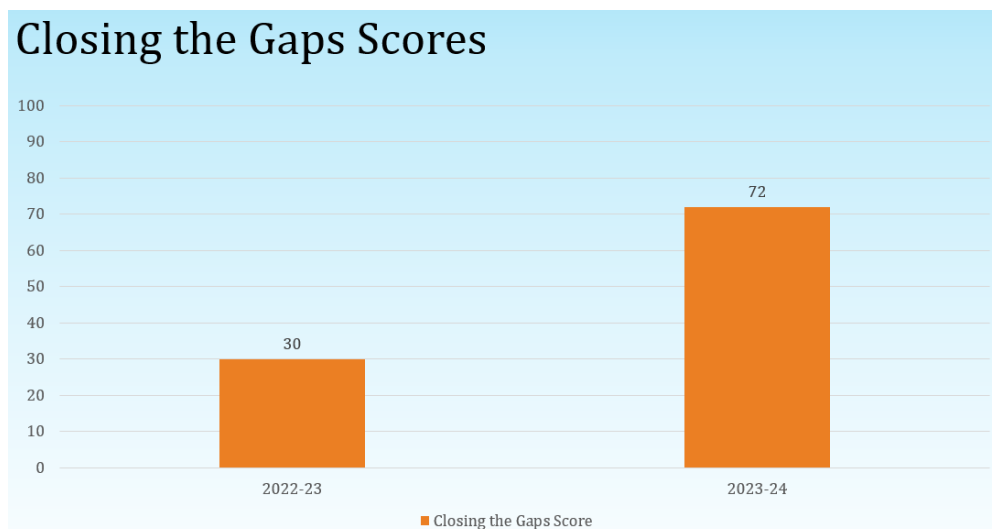
To identify schools for (CSI), TEA annually ranks all Title I campuses based on the Closing the Gaps scaled scores. First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type. TEA then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI.

Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited.

Kirk Elementary was identified for CSI during the 2022-23 accountability cycle. In the 2023-24 accountability cycle they made exponential growth and were identified as Comprehensive Support and Improvement: Progress School. They are working toward exiting CSI during the 2024-25 accountability cycle.

As a campus receiving Comprehensive Support, a Targeted Improvement Plan must be created and submitted to the board for approval. Feedback on the plan was obtained at the campus level during a public meeting on November 20, 2024.

Student Performance Data



Campus SMART Goal

By the end of the 2024-25 school year, the campus scale score on the Closing the Gaps domain will be higher than a 30.

This SMART Goal will be achieved by meeting the Closing the Gaps current targets or by showing growth toward meeting the targets. The Texas Education Agency sets targets for the elementary campuses in the following areas:

- Reading and math performance at meets or higher
- Reading and math growth
- Growth on the Texas English Language Proficiency System (TELPAS)
- Overall performance on STAAR 3-5 in reading, math, and science combined at the approaches, meets, and masters levels.

In each of these areas, the campus is responsible for the following student groups:

- All
- African American
- Hispanic
- High Focus (economically disadvantaged, emergent bilingual, current special education, foster care, homeless, migrant)

Improvement Strategies

During the 2023-24 school year, the campus participated in the Texas Education Agency designed Effective Schools Framework (ESF) Diagnostic process. The ESF Diagnostic is a collaborative effort between the campus and district leadership team facilitated by a trained ESF Facilitator from Region 4. The diagnostic process requires campus and district leadership to walk side-by-side through reflection and evidence collection activities that support the overall analysis of campus practices.

Working collaboratively, the campus, district, and Region 4 identified the campus following areas of need:

- Building teacher capacity through observation and feedback cycles
- Data driven instruction

The strategies listed below have been put in place by the campus to address building teacher capacity through observation and feedback cycles:

- Scheduling walk-throughs and documenting feedback conversations that include high leverage actions steps based on John Hattie's effect size research.
- Utilizing the We Climb walkthrough platform to conduct observations with specific feedback.
- Using We Climb observation data to identify trends and "look fors" throughout the building.
- Determining teachers need for observation feedback through a tiered teacher system, utilizing observation data to determine observation frequency.
- Identifying clear goals and action steps for all coaching cycles.

The strategies listed below have been put in place by the campus to address data driven instruction:

- Creating and implementing a data tracking system to monitor the progress of each student's individual growth on district common assessments throughout the year.
- Revising data dig protocols to include indications of success, potential problems of practice, common misconceptions, root causes and plans to respond.
- Implementing long term planning sessions that include a 3-hour block of protected time for in depth conversations regarding student data and adjustments to instructional delivery based on the data.
- Posting all classroom current common assessment data.

Campus Support Provided by the District

- District curriculum
- Title I funds
- Monitor Schools participation
- Additional support positions:
 - Primary Coach
 - Reading Interventionist
 - Math Interventionist (2)
 - Science Coach
 - ESL Interventionist
 - Class size reduction teacher in 5th grade
 - Reading Transition Specialist

Plan Evaluation

The strategies listed above are included in the Campus Improvement Plan where they are evaluated in November, February, and May. The campus will work with the CFISD Monitor Schools team and Region 4 throughout the school year to monitor strategy implementation. Furthermore, the campus is required to submit the Targeted Improvement Plan to the Texas Education Agency and conduct an end of year progress check.

Targeted Improvement Plan: Kirk Elementary

Public Hearing
December 5, 2024



Federal Requirements

To align identification of schools for improvement under the Every Student Succeeds Act (ESSA) with the state's accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI) schools. The Closing the Gaps domain consists of :

- Reading and math performance at meets or higher
- Reading and math growth
- Growth on the Texas English Language Proficiency System (TELPAS)
- Overall performance on STAAR 3-5 in reading, math, and science combined at the approaches, meets, and masters levels.



Entering Comprehensive Support and Improvement (CSI)

To identify schools for (CSI), TEA annually ranks all Title I campuses based on the Closing the Gaps scaled scores.

- First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type (ES, MS, HS).
- TEA then determines which campuses fell in the bottom five percent for each school type.
- Title I campuses that rank in their school type's bottom five percent are identified for CSI.

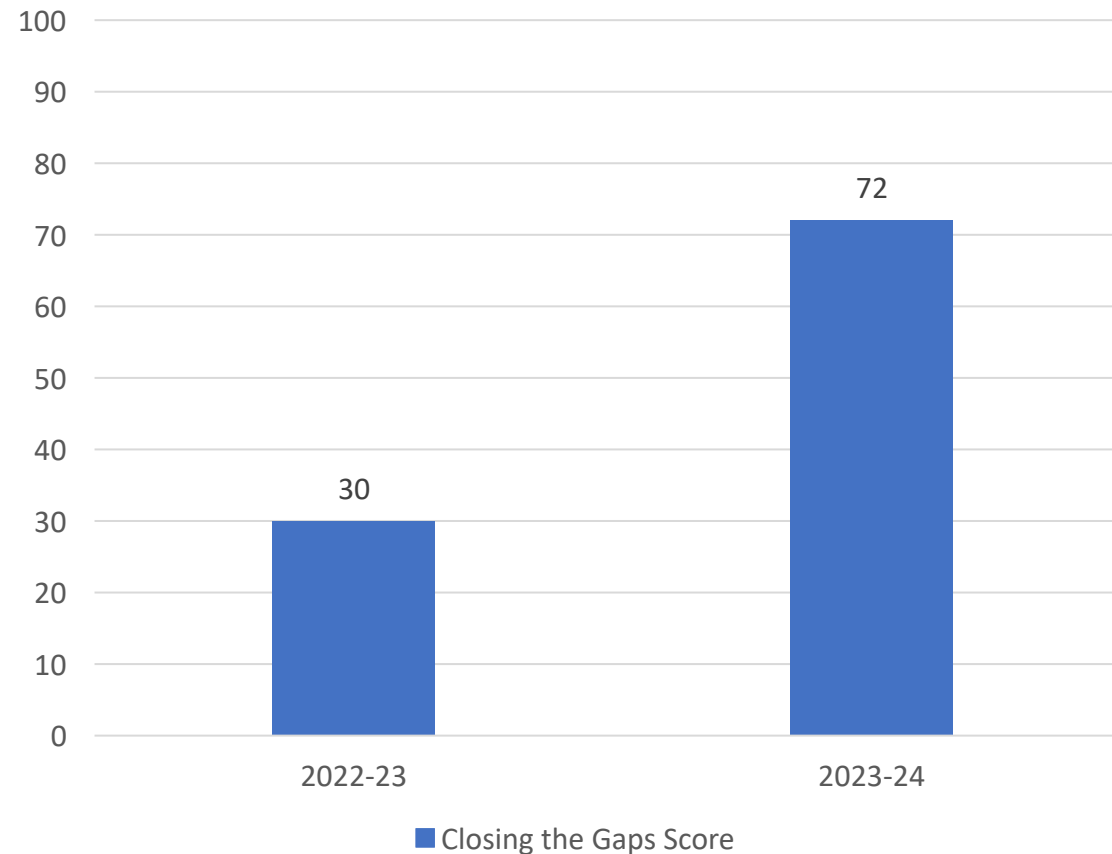


Closing the Gaps Scores

Kirk was identified for CSI during the 2022-23 accountability cycle.

In the 2023-24 accountability cycle Kirk made exponential growth and was identified as **Comprehensive Support and Improvement: Progress School**.

Kirk is working toward exiting CSI during the 2024-25 accountability cycle.



Exiting Comprehensive Support and Improvement

Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years...

and

have a Closing the Gaps score by the end of the second year that is higher than when originally identified

are considered as having successfully exited.



Requirement for Targeted Improvement Plan

As a campus receiving Comprehensive Support, a Targeted Improvement Plan must be created and submitted to the board for approval. Feedback on the plan was obtained at the campus level during a public meeting on November 20, 2024.

How do you believe the current plan addresses the needs of our students?

- using data to drive instruction
- Coaches to help support teachers & students
- willingness to adjust instruction based on feedback

How do you believe the current plan addresses the needs of our students?

It seems to attempt to identify students that are struggling in specific areas and how have additional resources to improve their understanding.

What opportunities exist to strengthen the plan in order to continue to make exponential growth?

Root cause analysis of the progress made from last year: Keep it going and use teacher feedback from them to add to or tweak the plan.

What opportunities exist to strengthen the plan in order to continue to make exponential growth?

using the data gathered and following through to implement strategies for improvement ~~continue~~ that will work best for teachers and students alike.



Campus SMART Goal

By the end of the 2024-25 school year, the campus scale score on the Closing the Gaps domain will be higher than a 30.

This SMART Goal will be achieved by meeting the Closing the Gaps current targets or by showing growth toward meeting the targets. The Texas Education Agency sets targets for the elementary campuses in the following areas:

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Improvement Strategies

During the 2023-24 school year, the campus participated in the Texas Education Agency designed Effective Schools Framework (ESF) Diagnostic process. The ESF Diagnostic is a collaborative effort between the campus and district leadership team facilitated by a trained ESF Facilitator from Region 4. The diagnostic process requires campus and district leadership to walk side-by-side through reflection and evidence collection activities that support the overall analysis of campus practices.

Additionally, the Superintendent and Chief Academic Officer participated in a conference call with the Texas Education Agency and Region 4 regarding support for Kirk.

Working collaboratively, the campus, district, and Region 4 identified the campus following areas of need:

- Building teacher capacity through observation and feedback cycles
- Data driven instruction



Improvement Strategies

The strategies listed below have been put in place by the campus to address building teacher capacity through observation and feedback cycles:

- Scheduling walk-throughs and documenting feedback conversations that include high leverage actions steps based on John Hattie's effect size research.
- Utilizing the We Climb walkthrough platform to conduct observations with specific feedback.
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Improvement Strategies

The strategies listed below have been put in place by the campus to address data driven instruction:

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Campus Support Provided by the District

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- Additional support positions:
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 - Math Interventionist (2)
 - Science Coach
 - ESL Interventionist
 - Class size reduction teacher in 5th grade
 - Reading Transition Specialist



Targeted Improvement Plan Evaluation

The Targeted Improvement Plan strategies are included in the Campus Improvement Plan where they are evaluated in November, February, and May.

The campus will work with the CFISD Monitor Schools team and Region 4 throughout the school year to monitor strategy implementation.

Furthermore, the campus is required to submit the Targeted Improvement Plan to the Texas Education Agency and conduct an end of year progress check.



**CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
NOVEMBER 11, 2024
REGULAR BOARD MEETING MINUTES**

The Cypress-Fairbanks Independent School District Board of Trustees convened in Regular Session on Monday, November 11, 2024, in the Boardroom of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building, located at 11440 Matzke Road, Cypress, Texas 77429.

MEETING OPENING

Board Vice President Dr. Natalie Blasingame called the meeting to order at 6:00 p.m.

The following Trustees were present: Dr. Natalie Blasingame, Justin Ray, Julie Hinaman, Christine Kalmbach, Todd LeCompte, and Lucas Scanlon. Trustee Scott Henry was not present.

Vice President Dr. Blasingame recognized Grace Handley, representing State Representative Dr. Tom Oliverson.

Michael Pender, Senior Pastor of Fallbrook Church, delivered the invocation.

The following Cy-Fair High School AFJROTC cadets performed the presentation of colors: Carrying the American Flag, Cadet 2nd Lieutenant Anderson Fox; on the American Rifle, Cadet Chief Master Sergeant Pierre Barthe; carrying the Texas Flag, Cadet 2nd Lieutenant Cortez Williams; and on the Texas Rifle, Cadet Staff Sergeant Lakshmi Narindi. These cadets presented the colors under the direction of Senior Master Sergeant Michael W. Claiborn, Retired USAF.

Board Vice President Dr. Blasingame read the District's Vision and Mission Statement.

1. Remarks and Announcements

1.A. Superintendent Dr. Douglas Killian presented the remarks and announcements regarding the honors and achievements earned by staff and students in recent weeks and provided information regarding district and community events or items of interest.

2. Board Comments

Board members may make comments during this portion of the agenda regarding student achievement, district progress and data, community input and concerns, observations from school visits, meetings and conferences attended, district and community events and initiatives, or continuing education. The Board may not take action on items discussed.

2.A. Trustee Todd LeCompte shared comments on his campus visits to Smith Middle School, Lamkin, Walker, Copeland, Wilson, Sheridan, Holbrook Elementary Schools, and Cy-Falls High School. Mr. LeCompte congratulated all the bands that participated in the recent competition, shared comments on attending the Back the Badge event and thanked the Cy-Fair Police Department for all they do. He wished the high school football teams "good luck" as they head into playoffs and stated what a privilege it was to work with the Cy-Parks JV and varsity baseball teams this past season.

Trustee Lucas Scanlon shared comments on his campus visits to Warner, Byrd Elementary Schools, Hopper Middle School, Bridgeland and Cy-Lakes High Schools. Mr. Scanlon commented on Cy-Lake's football Coach Carter's leadership and discipline with his players, specifically his Wednesday tutoring classes, which have elevated their A and B ratio by 15% from the prior year. Mr. Scanlon congratulated all CFISD's band programs on a great year and thanked all veterans for their service to our country.

Trustee Justin Ray wished all veterans a happy Veteran's Day and congratulated all the bands who made it to the UIL competition. Mr. Ray shared comments on his campus visits to Black Elementary School, Arnold Middle School, and Cy-Fair High School. He gave a "shout-out" to all the Cy-Fair High School staff and community who cared for and preserved the numerous historical artifacts and items from the campus. Mr. Ray had the opportunity to participate as a judge in the District Future Business Leaders of America competition. Mr. Ray shared that the Board and the administration are united and are working diligently with elected officials to recruit champions for CFISD's funding cause in Austin.

Trustee Julie Hinaman stated that her visits to campuses and events around the district are shared on her social media on an ongoing weekly basis. Ms. Hinaman shared highlights of her campus visits, including the CFISD teacher's art exhibit at the VPAC. Ms. Hinaman spent several afternoons with teachers and students in special education classes at multiple campuses. She extended a special thank you to Cy-Lakes life skills students who made

her a special batch of spa products. Ms. Hinaman shared her thoughts and comments on the Board building community trust and moving forward to insure CFISD has the programs, facilities, and funding to serve all students. She also shared comments on sub-committees vs board work sessions and changes to policies and procedures.

Trustee Christine Kalmbach thanked all veteran's who have served and will serve their country and shared her great appreciation for their service and sacrifice, along with their family's sacrifice. Ms. Kalmbach shared comments on her recent campus visits to Labay, Truitt, and Kahla Middle Schools, and Willbern, Farney, Post, Woodard, and M. Robinson Elementary Schools. Throughout the month, she also attended the GPA course selections presentation with Dr. Macias, a transportation orientation, the Cy-Creek vs Cy-Fair and Spillane vs Bleyl football games, the CPFD pinning ceremony, the Color Guard and Back the Blue event celebrating CPFD officers, and the DEIC and calendar committee meeting. Ms. Kalmbach congratulated the CFISD bands. She shared that she attended the Owen's Horn and Feast Cub Scout Pack 1187 and the HEB grand opening in Bridgeland.

Trustee Dr. Natalie Blasingame thanked God for all the veterans who serve our country. She thanked the Transportation Department for the excellent and efficient job they do. Dr. Blasingame complimented Dr. Killian and Dr. Macias on their work regarding GPA, class weights, options for career courses, and the role of PACE and Health. She discussed ways for authentic parental engagement and involvement in their children's education and shared the detailed process on the Teacher Incentive Allotment and thanked the ASVP committee for their work on getting the strategic planning goals set. Dr. Blasingame stated that she will be discussing the start-up of a reading volunteer program with the ASVP committee. She thanked Wilson Elementary School for the campus listening tour and congratulated the CFISD bands. Dr. Blasingame attended the Back the Badge event and thanked everyone involved. Dr. Blasingame concluded her comments by thanking the DEIC and Calendar committee, along with staff, students, and the community.

Trustee Lucas Scanlon gave a report on the Finance and Operations Committee where they reviewed the annual financial audit, future bond election planning, and a JETI application program for energy and technology, and innovation act partial tax abatement for ten years.

Trustee Christine Kalmbach gave an update on the Academic, Safety, Vision, and Planning Committee where they reviewed the district improvement plan for safety and security, the vision and mission plan for the district and the district of innovation plan for the future.

Dr. Blasingame turned the floor over to Board Secretary Justin Ray to proceed with **Citizen Participation**.

3. Citizen Participation

3.A. Per BED (Local), patrons may address the Board during the Regular Board Meeting under Citizen Participation on any matters of interest or concerns that are not posted agenda items. Individuals may only register to speak one time per meeting and must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under the Citizen Participation heading in the agenda for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Citizen Participation forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

Speakers:

1. Bob Covey addressed the Board on nominating someone from the CFISD Board of Trustees to serve on the TASB Board of Directors.
2. Marcus Emmanuel addressed the Board on the problems within CFISD's education system.
3. Kell Harpole addressed the Board on the need for a better and earlier reporting system to recognize students who are facing child abuse.
4. Jill Center addressed the Board on their priorities.
5. Jarred Hostetler addressed the Board on the current transportation program and budget cuts.
6. Sheryl Liaw addressed the Board on the current transportation program and budget cuts.
7. Samantha Mosier addressed the Board on the current transportation program and budget cuts.
8. Ashley Buckner addressed the Board on the "No Place for Hate" program.
9. Kris Schweighardt shared her comments on the band program, coaches and data presented by the Board.

Dr. Blasingame announced that although Report Item 4.A. was presented at the Board Work Session on Thursday, November 7, 2024, there were speakers on this topic this evening.

4.A. The administration provided an update on the health, PACE, and K-level courses, class rank, and the GPA report

provided in August.

Speakers:

1. Amanda Mahon shared her comments on the importance of keeping PACE to support students.
2. Stacey McDaniel shared the benefits of continuing the PACE program.
3. Shannon Thomas shared the importance of keeping the PACE program.
4. Leonardo Cervantes shared comments on the positive impact PACE has on students and teachers.
5. Camila Araujo Nolasco shared the importance of keeping the PACE program, specifically in preparation for the dual credit/college program.
6. Kelsea Stone shared the importance of keeping the PACE program.
7. Ariel Mueller shared the importance of keeping the PACE, Health and K-level programs.
8. Tamia Brice advocated for PACE to remain as a required course for graduation.
9. Evangelina Painter shared the importance of keeping Health in CFISD.
10. Jill Center shared the importance of keeping the PACE, Health, GPA, and K-level programs.
11. Amanda Donald shared the importance of keeping the PACE program.
12. Rachel Mores shared the importance of keeping the PACE program.
13. Holly Scoular shared the importance of keeping the PACE program.
14. Maria Lopez shared the importance of keeping the PACE program.
15. Rachel Rakunas shared the importance of keeping the Health and PACE programs.

The Board proceeded with the **Consent Agenda Items**.

- 5.A. The Board will consider approving the minutes of the October 7, 2024, Regular Board Meeting.
- 5.B. The Board will consider approving on second reading additions, revisions, or deletions to district policy:
 - 5.B.1. DFE (Local) Termination of Employment: Resignation (Revision)
- 5.C. The Board will consider approving the Third Addendum to the Water, Sewer and Drainage Services Contract between Emerald Forest Utility District and Cypress-Fairbanks I.S.D.
- 5.D. The Board will consider granting a right of way and easement, located at Spillane Middle School, to the North Harris County Regional Water Authority (NHCRWA).
- 5.E. The Board will consider granting a right of way and easement, located at A. Robison Elementary School, to the North Harris County Regional Water Authority (NHCRWA).
- 5.F. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.
 - 5.F.1. Concrete Installation/Demolition and Bollards
 - 5.F.2. Hazardous Waste Disposal

Dr. Blasingame asked if any Board member wished to remove one or more of these items for further discussion. Upon hearing no further discussion or comments, Dr. Blasingame asked for a motion to approve the consensus action items as recommended or amended.

Trustee Lucas Scanlon made a motion to approve the Consent agenda items.

Trustee Justin Ray seconded.

Motion passed by a 6 to 0 vote.

Dr. Blasingame proceeded with the **Non-Consent Agenda Items**.

- 6.A. The Board will consider approving the DEIC's recommendation for the 2025-2026 instructional calendar.

Dr. Blasingame called for a motion.

Trustee Lucas Scanlon made a motion to approve the DEIC's recommendation for the 2025-2026 instructional calendar.

Trustee Christine Kalmbach seconded.

Motion passed by a 6 to 0 vote.

- 6.B.** The Board will consider adoption of nonbusiness days for calendar year 2025 for the Texas Public Information Act calendar.

Dr. Blasingame called for a motion.

Trustee Lucas Scanlon made a motion that the Board adopt the nonbusiness days for calendar year 2025 for the Texas Public Information Act calendar.

Trustee Justin Ray seconded.

Motion passed by a 6 to 0 vote.

- 6.C.** The Board will consider approving the District's 2024 Annual Comprehensive Financial Report and Single Audit Report and accept the auditors' report on the district's general-purpose financial statements and single audit for the fiscal year ended June 30, 2024.

Dr. Blasingame called for a motion.

Trustee Justin Ray made a motion that the Board approve the District's 2024 Annual Comprehensive Financial Report and Single Audit Report and accept the auditors' report on the district's general-purpose financial statements and single audit for the fiscal year ended June 30, 2024.

Trustee Lucas Scanlon seconded.

Motion passed by a 6 to 0 vote.

- 6.D.** The Board will consider approving the budget amendments for the period of July 1, 2024, through September 30, 2024.

Dr. Blasingame called for a motion.

Trustee Lucas Scanlon made a motion that the Board approve the budget amendments for the period of July 1, 2024, through September 30, 2024.

Trustee Todd LeCompte seconded.

Motion passed by a 6 to 0 vote.

- 6.E.** The Board will consider approving on first reading the additions, revisions, or deletions to district policy:

6.E.1. CS (Local) Facility Standards (Add)

Speakers:

1. Dr. Tara Cummings addressed the Board on the proposed (bathroom) policy revision.
2. Jill Center addressed the Board on the proposed (facility use) policy revision.
3. Kris Schweighardt commented on policy change.

Dr. Blasingame called for a motion.

Trustee Justin Ray made a motion that the Board approve on first reading the additions, revisions, or deletions to district policy CS (Local) Facility Standards (Add).

Trustee Lucas Scanlon seconded.

5 votes in favor / 1 vote opposed / Motion passed.

- 6.F.** The Board will consider making a determination that good cause did not exist as required by law for Tye Anderson, Alexandra Poulter, John McComb, Gabriela Mendoza, Sarah Zuckerman, Joseph Johnson, Luz Severson, Kamesha Seller, Maria Luis, Angel Avila, and Matthew Busbice to resign their respective employment contracts. [This item was discussed in closed session.]

Dr. Blasingame called for a motion.

Trustee Justin Ray made a motion that the Board render a finding under Texas Administrative Code chapter 249.17(d) that good cause did not exist as required by the Texas Education Code sections 21.105(c), 21.160(c), or 21.210(c) for the individuals listed to resign their respective employment contracts and notify these employees in accordance with the law that the District is submitting a

complaint to the State Board of Educator Certification for contract abandonment.
Trustee Lucas Scanlon seconded.
Motion passed by a 6 to 0 vote.

- 6.G.** The Board will consider a Level IV appeal (Francis) of a Level III decision. [This item was discussed in closed session.]

Dr. Blasingame called for a motion.

Trustee Lucas Scanlon made a motion that the Board uphold the decision made at the Level III Hearing.
Trustee Justin Ray seconded.
5 votes in favor / 1 abstention / Motion passed.

Board Vice President Dr. Blasingame announced that the following **Addendum** to the November Board meeting was posted on Friday, November 8, 2024.

Addendum

- 1.A.** The Board will consider nominee, Martina Lemond Dixon, for appointment to the Harris Central Appraisal District (HCAD) Board of Directors.

Dr. Blasingame called for a motion.

Trustee Christine Kalmbach made a motion.
Trustee Lucas Scanlon seconded.

Trustee Christine Kalmbach asked Dr. Blasingame if the Board could split the votes between the other nominees on the ballot for HCAD Board of Directors.

Trustee Kalmbach made an amendment to the motion by adding Mike Sullivan as an additional nominee for HCAD Board of Directors and splitting the 295 votes that CFISD is entitled to cast for candidates of its choice between Martina Lemond Dixon and Mike Sullivan.

Trustee Justin Ray seconded the amended motion.

Trustee Kalmbach made a motion that Mike Sullivan receive 148 of the 295 votes and Martina Lemond Dixon receive 147 of the remaining 295 votes.
4 votes in favor / 2 votes opposed / Motion passed.

Dr. Blasingame asked for a motion on the amended motion, nominating Mike Sullivan with 148 votes and Martina Lemond Dixon with 147 votes for appointment to the HCAD Board of Directors.
5 votes in favor / 1 vote opposed / Motion passed.

8. Adjournment

Board Vice President Dr. Blasingame called for a motion to adjourn.

Trustee Justin Ray made a motion.
Trustee Christine Kalmbach seconded.
Motion passed by a 6 to 0 vote.

Dr. Blasingame adjourned the November 11, 2024, Regular Board Meeting at 8:16 p.m.

Scott Henry
President, Board of Trustees

Justin Ray
Secretary, Board of Trustees

Approved: December 5, 2024

To the extent permitted by state and federal law, schools will maintain separate restrooms, locker rooms and other similar facilities designated for and used only by persons based on the person's biological sex. Individuals are required to use the facility that corresponds to their biological sex.

In accordance with law, a person's biological sex is identified on the person's official birth certificate provided the statement was:

1. Entered at or near the time of the person's birth; or
2. Modified only to the extent necessary to correct any type of scrivener or clerical error in the person's biological sex.

[See Birth Certificate Statement in FM(LEGAL)]

For the purposes of this policy, "restroom or locker room" means a location where a person may reasonably be in a state of undress, including a shower room.

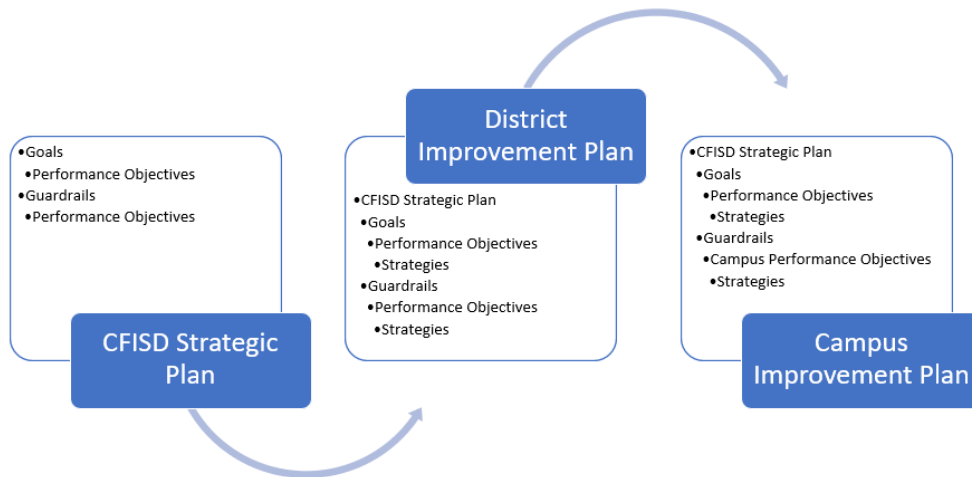
This policy does not prohibit the district from providing reasonable accommodations upon request. Reasonable accommodations may be made for any person seeking privacy (i.e., single user restroom). Any information related to accommodations should be determined on an individualized basis and handled in such a way as to protect the individual's privacy.

	Facility Name	Sport/Activity	Verification
1	Aerodrome Ice Complex	Ice Hockey	Individualized Training Schedule / Site Visit
2	Vitacca Ballet	Ballet	Individualized Training Schedule / Site Visit
3	Rocking ME Stables	Equestrian	Individualized Training Schedule / Site Visit

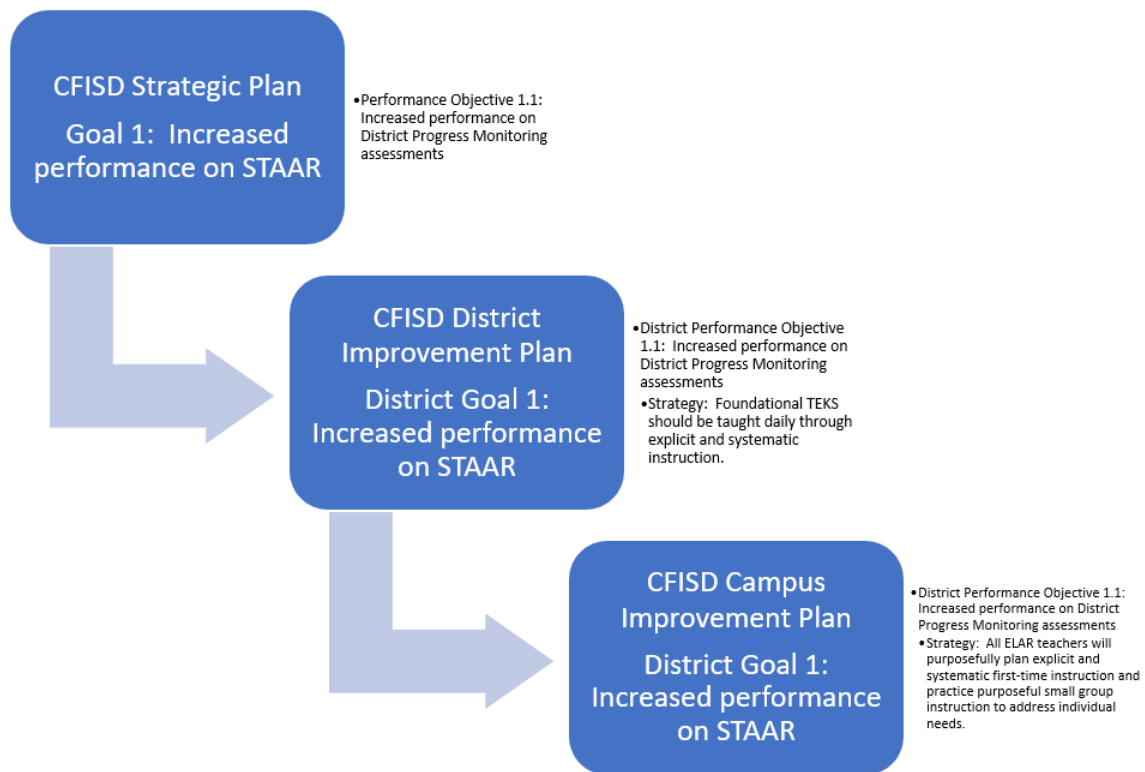
To: CFISD Board of Trustees
From: Linda Macias, Ed.D.
CC: Douglas Killian, Ed.D.
Date: November 22, 2024
Re: District and Campus Improvement Plans

Texas Education Code §11.251 states that (a) the Board of Trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans: (1) are mutually supportive to accomplish the identified objectives; and (2) at a minimum, support the state goals and objectives under TEC chapter 4.

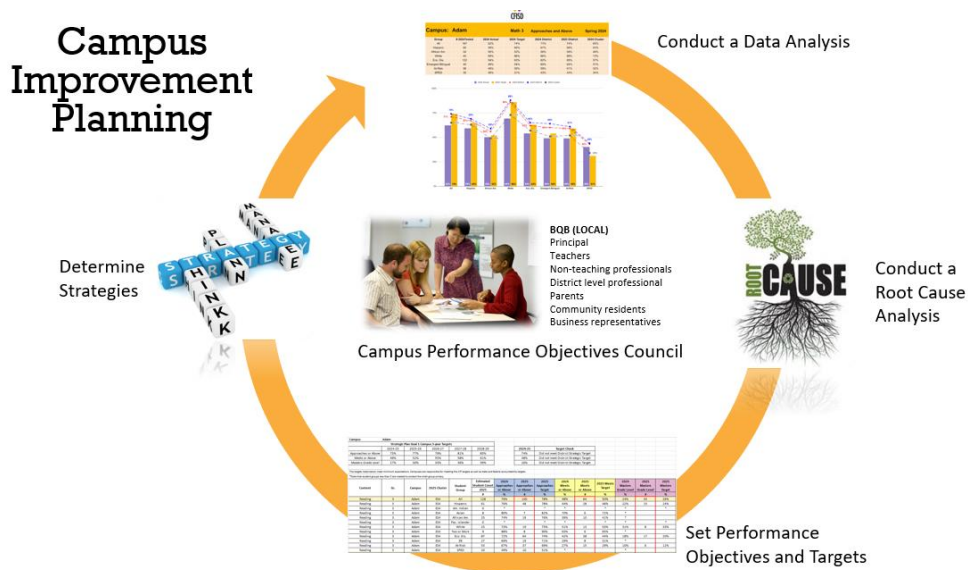
The information below describes the process used to develop the district and campus improvement plans.



In October 2024 the board approved the CFISD Strategic Plan comprised of seven goals with specific, quantifiable student outcomes. These goals communicate what our students will accomplish, what we want our students to know, and what they will be able to do. The CFISD Strategic Plan is also comprised of five guardrails which are operational actions used to support and promote the success of the district's goals. The guardrails communicate how we ensure a positive learning environment so students can accomplish their goals. The goals and guardrails are also contained in the district and campus improvement plans along with district/campus specific strategies to ensure the district meets the CFISD Strategic Plan goals.



An example of the alignment between the three documents begins with the CFISD Strategic Plan Goal 1 which focuses on increased performance on STAAR. Performance Objective 1.1 under Goal 1 focuses on increased performance on District Progress Monitoring assessments. The District Improvement Plan takes Goal 1, Performance Objective 1.1 and sets a strategy to achieve the performance objective and ultimately the goals. The Campus Improvement Plans also focus on Goal 1, Performance Objective 1.1 with campus-based strategies to achieve the performance objective and ultimately the goal.



Campus Improvement Planning is designed as a cycle with the Campus Performance Objective Council (also known as CPOC) at the center of the process. BQB (LOCAL) requires that the CPOC include the following members:

- The campus principal
- 8 teachers
- 4 non-teaching professionals

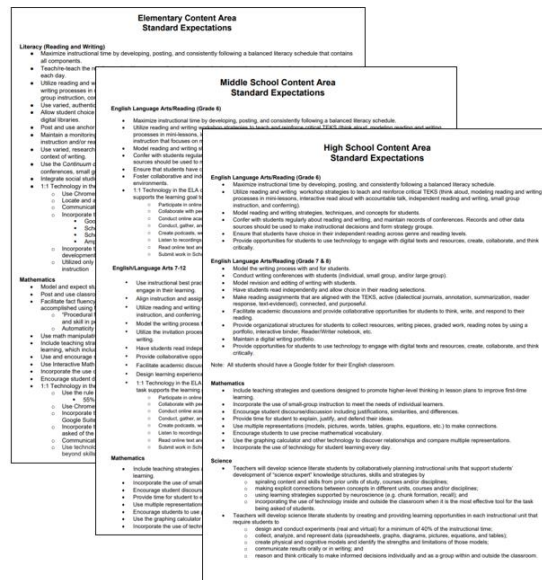
- 1 district-level professional staff member and...
- At least 2 parents, 2 community members, and 2 business representatives.

At the beginning of each school year the CPOC conducts a data analysis to review prior year student performance and a root cause analysis to determine specific areas of need. Then the team sets the performance objectives and targets and determines strategies to be used to meet campus goals. During the school year, the CPOC meets a minimum of 4 times to consider various issues related to student achievement.

The process is similar, but the product is unique!



While each campus uses the same planning process, the product...also known as the campus improvement plan or CIP...is unique to each campus...they set their own targets and develop their own strategies.



In addition to the campus specific improvement strategies, the District Standard Expectations are included as addendums in each CIP. These outline the expectations we have for all our campuses.

Campus Improvement Plans are “living” documents.



SQB (LOCAL)
Principal
Teachers
Non-teaching professionals
District level professional
Parents
Community residents
Business representatives

Campus Performance Objectives Council

Formative Reviews		
Formative		
Nov	Feb	May

We consider our campus improvement plans as living documents. As the CPOC meets throughout the school year, they evaluate the strategies in November, February, and May. Additionally, they evaluate new data sets as they become available throughout the year. The CIP is adjusted based on their data analysis.

Cypress-Fairbanks Independent School District

District Improvement Plan

2024-2025



Goals

Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Source: District Progress Monitoring data

Strategy 1 Details
Strategy 1: Secondary Reading/ELA: Provide campus instructional support for teachers, campus instructional specialists, and ELAR teacher leaders. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Secondary ELAR Coordinator
Strategy 2 Details
Strategy 2: Secondary Reading/ELA: Provide teachers, campus instructional specialists, and ELAR teachers with model instructional resources aligned to Secondary Reading or Secondary English Language Arts TEKS and STAAR/EOC that address student learning deficits. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Secondary ELAR Coordinator
Strategy 3 Details
Strategy 3: Secondary Math: Provide curriculum resources, materials, and assessments aligned to the mathematics TEKS and STAAR/EOC. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Secondary Mathematics Coordinator
Strategy 4 Details
Strategy 4: Secondary Math: Facilitate professional development focusing on mathematics TEKS and content knowledge for grades 6-12. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Secondary Mathematics Coordinator

Strategy 5 Details
Strategy 5: Secondary Math: Provide campus coaching support for teachers, team leaders, and campus content instructional specialists and instructional coaches. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Secondary Mathematics Coordinator
Strategy 6 Details
Strategy 6: Secondary Science: Facilitate ongoing and sustained professional development focusing on science TEKS and content knowledge for grades 6-12. Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 2% at the Approaches Level and 3% at the Meets and Masters Levels or show improvement from prior year. Staff Responsible for Monitoring: Secondary Science Coordinator
Strategy 7 Details
Strategy 7: Secondary Science: Provide campus coaching support for teachers, team leaders, and campus content instructional specialists and instructional coaches. Strategy's Expected Result/Impact: Increase STAAR 3-8 and EOC performance by 2% at the Approaches Level and 3% at the Meets and Masters Levels or show improvement from prior year. Staff Responsible for Monitoring: Secondary Science Coordinator
Strategy 8 Details
Strategy 8: Secondary Social Studies: Implement a professional development plan focusing on social studies TEKS and content knowledge for grades 6-12. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year. Staff Responsible for Monitoring: Secondary Social Studies Coordinator
Strategy 9 Details
Strategy 9: Secondary Social Studies: Provide campus support for teachers and campus content instructional specialists Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year. Staff Responsible for Monitoring: Secondary Social Studies Coordinator
Strategy 10 Details
Strategy 10: Elementary RLA: Maximize instructional time by developing, posting, and consistently following a literacy schedule. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary ELAR Coordinator

Strategy 11 Details

Strategy 11: Elementary RLA: Foundational TEKS should be taught daily through explicit and systematic instruction.

Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.

Staff Responsible for Monitoring: Elementary ELAR Coordinator

Strategy 12 Details

Strategy 12: Elementary RLA: Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.

Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.

Staff Responsible for Monitoring: Elementary ELAR Coordinator

Strategy 13 Details

Strategy 13: Elementary RLA: Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.

Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.

Staff Responsible for Monitoring: Elementary ELAR Coordinator

Strategy 14 Details

Strategy 14: Elementary RLA: All students will complete 30-60 minutes per week within the Amira program and utilize the data to inform and adjust instruction.

Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.

Staff Responsible for Monitoring: Elementary ELAR Coordinator

Strategy 15 Details

Strategy 15: Elementary RLA: Use varied, research-based strategies embedded within curriculum resources to teach revising and editing skills and apply language conventions within the context of writing.

Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.

Staff Responsible for Monitoring: Elementary ELAR Coordinator

Strategy 16 Details
Strategy 16: Elementary RLA: Provide various opportunities for students to respond to text orally and in constructed writing responses. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary ELAR Coordinator
Strategy 17 Details
Strategy 17: Elementary Math: Math teachers plan high quality instruction that strengthens students' understanding of math TEKS by planning rigorous learning experiences by using district provided lessons and resources. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Math Coordinator
Strategy 18 Details
Strategy 18: Elementary Math: Math teachers facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Math Coordinator
Strategy 19 Details
Strategy 19: Elementary Math: Math teachers model and expect students to use a problem solving process. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Math Coordinator
Strategy 20 Details
Strategy 20: Elementary Math: Math teachers incorporate the use of small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Math Coordinator
Strategy 21 Details
Strategy 21: Elementary Math: Math teachers will maintain a monitoring notebook as documentation of individual student's progress. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Math Coordinator

Strategy 22 Details
Strategy 22: Elementary Math: Math teachers will use math manipulatives to help students develop concept understandings of math TEKS. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Math Coordinator
Strategy 23 Details
Strategy 23: Elementary Science: Science teachers plan high quality instruction that strengthens students' understanding of Science TEKS by planning rigorous learning experiences with the 5E instructional model using Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Science Coordinator
Strategy 24 Details
Strategy 24: Elementary Science: Students use an interactive notebook daily to collect data, add new learning, include illustrations and develop explanations. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Science Coordinator
Strategy 25 Details
Strategy 25: Elementary Science: Conduct hands-on investigations for the new Science TEKS (implemented in 2024-2025) using scientific and engineering practices and recurring themes and concepts. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Science Coordinator
Strategy 26 Details
Strategy 26: Elementary Science: Students write claims, evidence and reasoning to communicate findings, conclusions and proposed solutions. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Science Coordinator
Strategy 27 Details
Strategy 27: Elementary Science: Teachers maintain a monitoring notebook as documentation of individual student's progress. Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs. Staff Responsible for Monitoring: Elementary Science Coordinator

Strategy 28 Details

Strategy 28: Gifted and Talented: Assist schools with identifying and serving gifted and talented students. Provide opportunities for gifted and talented students to accelerate in areas of strength through participation in events (including but not limited to) HORIZONS Showcase, Destination Imagination, Da Vinci Day, and district, campus, and community showcases.

Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.

Staff Responsible for Monitoring: Director of Advanced Academics

Strategy 29 Details

Strategy 29: Special Education: Continue collaboration with general education coordinators and coaches to support implementation of curriculum accommodations.

Strategy's Expected Result/Impact: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Staff Responsible for Monitoring: Director of Special Education, Assistant Director for Programming for Special Education, and Special Education Coordinators

Strategy 30 Details

Strategy 30: Emergent Bilingual: Continue collaboration with general education coordinators and coaches to support to provide instructional coaching on ELPS implementation and linguistic accommodations.

Strategy's Expected Result/Impact: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations and Coordinator of ESL

Strategy 31 Details

Strategy 31: Special Education and Emergent Bilingual: Provide instructional coaching to targeted teachers of emergent bilingual students and teachers of students with disabilities.

Strategy's Expected Result/Impact: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Staff Responsible for Monitoring: Director of Special Education, Director of Curriculum and Instruction for Special Populations, Assistant Director for Programming for Special Education, Special Education Coordinators, and Coordinator of ESL.

Strategy 32 Details

Strategy 32: Transition Services: The district will provide the following transition services: (1) support pre-kindergarten students in their transition to kindergarten by implementing full day Pre-K, (2) support students transitioning from 5th grade to 6th grade through curricular alignment and timely middle school information to 5th grade families, (3) support students transitioning from 8th to 9th grade through curricular alignment and by offering Algebra Camp, and (\$) support students transitioning from high school to post-secondary education through the placement of college and career specialists on high school campuses and implementation of College Academy on all CFISD high school campuses.

Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.

Staff Responsible for Monitoring: Curriculum and Instruction Directors

Strategy 33 Details

Strategy 33: Special Allotment: Compensatory Education: Reduce any disparity between (1) students who are educationally disadvantaged and students who are not educationally disadvantaged, and (2) students at-risk of dropping out of school as defined by TEC 29.081, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates) by offering additional accelerated instruction and supplemental interventions to each student who meets one or more statutory or locally-defined eligibility criteria.

Local At-Risk Criteria - School Board Approved: The district may use SCE funding to serve students who are identified as at risk using local eligibility criteria.

Local Policy: The district's School Board has adopted local eligibility criteria for at-risk student identification (Board Policy EHBC (LOCAL)). In accordance with Education Code 29.081(g), effective July 1, 2017, the following local at-risk criteria have been established to extend by ten percent the list of students eligible to be considered for the SCE services. In addition to the state at-risk criteria, content specialists may provide supplemental support services to elementary/secondary students who meet one or more of the local at-risk criteria noted below:

Failed a content (English/language arts, math, science, or social studies) readiness test;
STAAR-content exam score equals below 110% of the passing standard; or
Reading below grade level.

Local Procedures: Non-Title I students - The Campus Principal shall ensure that students identified with local eligibility criteria are locally documented and provided to the director of elementary/secondary curriculum and instruction. The director shall ensure the percent of students meeting the local criteria does not exceed 10% of the total number of state identified at risk students at any point in the school year.

Strategy's Expected Result/Impact: High School Completion Rates
STAAR data

Strategy 34 Details

Strategy 34: HEALTH SERVICES: Provide a coordinated school health program. Collaborate with Local School Health Advisory Council (LSHAC) to review data and update/maintain the coordinated school health program.

Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.

Staff Responsible for Monitoring: Elementary & Secondary Health/PE Coordinator
Director of Health Services

Strategy 35 Details

Strategy 35: Ensure that all students attending campuses with high percentages of children from low-income families meet challenging state academic standards through a well-rounded program of instruction, identifying students who may be at risk for academic failure, and additional education assistance. Title I funds will be used in coordination with other ESEA programs. Campuses that have the following percentages of economically disadvantaged students will be provided supplemental Title I funds: Elementary - 48%, Middle School - 48%, and High School - 60%.(Title I)

Strategy's Expected Result/Impact: Increase the percentage of eligible students scoring at Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments by 2% at the Approaches Level and 3% at the Meets and Masters Levels, or show improvement from prior DPMs.

Staff Responsible for Monitoring: Director of Federal Programs and Grants

Strategy 36 Details

Strategy 36: Based on AID (LEGAL) the district provides the following assurances in the District Improvement Plan:

1. Provide services to eligible children attending private elementary schools and secondary schools in timely and meaningful consultation with private school officials regarding such services.
2. Participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8.
3. Coordinate and integrate services under Part A with other educational services at the district or school level, such as services for children with disabilities, migratory children, American Indian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
4. Collaborate with the state or local welfare agency to designate a point of contact if the child welfare agency notifies the district and develop and implement clear written procedures governing how transportation to maintain foster care children in their schools of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.
5. Ensure all teachers and paraprofessionals working in a program supported with funds under Part A meet applicable state certification and license requirements.
6. Ensure that early childhood education services to low-income children comply with performance standards under the Head Start Act.

Strategy's Expected Result/Impact: All federal requirements are met

Staff Responsible for Monitoring: Director of Federal Programs and Grants

Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Source: Workforce industry certification data

Strategy 1 Details
Strategy 1: The district will provide data support to high schools to identify students who still need to meet CCMR indicators and are currently in a CTE course allowing campuses to follow up on certifications that will satisfy CCMR. Strategy's Expected Result/Impact: Increase CCMR by 2% Staff Responsible for Monitoring: Director of Career and Technical Education
Strategy 2 Details
Strategy 2: The district will continue to market the importance, value, and advantage of CFISD CTE courses to students, such as certifications and work-study opportunities. Strategy's Expected Result/Impact: Increase enrollment in CFISD CTE courses, therefore supporting the goal to increase CCMR by 2%, and improve career readiness of CFISD CTE students Staff Responsible for Monitoring: Director of Career and Technical Education
Strategy 3 Details
Strategy 3: The district will keep exploring ways to attract and retain CTE teachers, especially in fields where non-teaching jobs offer high salaries in the current economy. Strategy's Expected Result/Impact: The distinct will maintain and grow its CTE programs long-term. This instructor stability is essential for building successful pathways for students and keeping CFISD competitive in offering robust career and technical education options. Staff Responsible for Monitoring: Director of Career and Technical Education

Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Source: Dual-credit and advanced placement course data

Strategy 1 Details
Strategy 1: Provide opportunities for students to complete a post-secondary degree through enrollment in the College Academy. Strategy's Expected Result/Impact: Increase the number of underrepresented populations in upper-level courses by 2% Staff Responsible for Monitoring: Director of Advanced Academics
Strategy 2 Details
Strategy 2: Facilitate campus and district presentations for students and parents to provide information to include topics such as enrollment and registration for Dual Credit, college readiness testing, first-generation college transition, and financial aid and scholarship opportunities. Strategy's Expected Result/Impact: Increase the number of underrepresented populations in upper-level courses by 2% Staff Responsible for Monitoring: Director of Advanced Academics
Strategy 3 Details
Strategy 3: Provide training for district and campus staff in support strategies for student success in Dual Credit courses. Strategy's Expected Result/Impact: All campuses will show an increase in passing rate for Dual Credit courses by 2% Staff Responsible for Monitoring: Director of Advanced Academics
Strategy 4 Details
Strategy 4: Provide training for district and campus staff in support strategies for student success in Advanced Placement courses. Strategy's Expected Result/Impact: All campuses will show an increase in passing rate for AP exams by 2%. Staff Responsible for Monitoring: Director of Advanced Academics

Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

Performance Objective 2.3: The percentage of students who participate in extracurricular activities will increase by 2% each year.

Evaluation Data Source: High school fine arts and athletics extracurricular participation data

Strategy 1 Details
Strategy 1: Fine Arts: We will provide enrollment and testing data from current fine arts students to staff and community that points to the success of fine arts students performing higher in state testing measures that will attract and encourage more students to participate in fine arts extracurricular activities. Strategy's Expected Result/Impact: Participation in Extracurricular Fine Arts groups will grow by 2%. Staff Responsible for Monitoring: Director of Fine Arts
Strategy 2 Details
Strategy 2: Fine Arts: Continue promotion of fine arts achievements in the community and during elective selections. Strategy's Expected Result/Impact: Participation in Extracurricular Fine Arts groups will grow by 2%. Staff Responsible for Monitoring: Director of Fine Arts
Strategy 3 Details
Strategy 3: Athletics: Continue promotion of athletics in the community and during course selections. Strategy's Expected Result/Impact: Participation in Extracurricular athletics groups will grow by 2%. Staff Responsible for Monitoring: Athletics Director
Strategy 4 Details
Strategy 4: Athletics: Continue to promote academic achievement with CFISD athletes. Strategy's Expected Result/Impact: Participation in Extracurricular athletics groups will grow by 2%. Staff Responsible for Monitoring: Athletics Director

Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Source: Graduation rate data

Strategy 1 Details
Strategy 1: Monitor the number of senior students who are on track to graduate twice a year. Strategy's Expected Result/Impact: Increase the graduation rate by 1% each year. Staff Responsible for Monitoring: Counseling and School Leadership Department

Strategy 2 Details

Strategy 2: CURRICULUM AND INSTRUCTION AND COUNSELING: The district implements the following strategies to assist students in making informed curriculum choices to be prepared for success beyond high school:

*Update, revise, and facilitate annually the 8th grade Advisory curriculum on Foundation + Endorsement ensuring that the content is delivered to all 8th grade students and results in the completion of a four-year plan. (Guidance & Counseling)

*Update, revise, and offer the PACE course (Personal, Academic, and Career Exploration) to all ninth graders as a HS transition course.

*Facilitate annually Funding Your Future to provide students with information on financial aid and scholarship opportunities to pay for college.

*Facilitate annually the College Knowledge Night to provide information sessions for college and career readiness to include topics such as enrollment in Dual Credit and Advanced Placement courses, participation in College Academy, first generation college transition, and a college fair featuring HBCUs.

The district implements the following related to higher education admissions and financial aid to support middle school and high school students, teachers, counselors and parents:

Higher education admissions and financial aid opportunities

TEXAS grant program and the Teach for Texas grant program

College night

Parent night (each grade level)

8th grade guidance program

Sophomore conference

Junior conferences

Senior conferences

Classroom guidance

Financial aid night

Use of the career exploration tool Xello

Facilitate Funding your Future

College knowledge week

Strategy's Expected Result/Impact: Increased graduation rates

Staff Responsible for Monitoring: Director of Counseling

Director of High School Curriculum

Strategy 3 Details

Strategy 3: CAREER AND TECHNICAL EDUCATION: Provide pregnancy related services (PRS) to eligible students to reduce absences and increase high school completion.

1. Complete "intake" process within 48 hours of notification of pregnancy.
2. Begin on-campus services such as counseling and teen parenting classes involving special education staff as applicable.
3. Coordinate with students' teachers to prepare materials for home bound instruction, including access to textbooks and/or alternatives for courses difficult to duplicate in a home environment.
4. Notify CEHI staff of actual delivery date or if CEHI is needed before then due to prenatal issues.
5. Complete instruction in courses during home bound period and report attendance and grades to campus staff.
6. Ensure PEIMS coding accurately reflects the period of PRS.

Strategy's Expected Result/Impact: Increase the graduation rate by 1% each year.

Staff Responsible for Monitoring: Director of Career & Technical Education
CTE Counselors

Strategy 4 Details

Strategy 4: Special Education: Monitor and evaluate progress reports and report cards to ensure students are meeting passing standards and evaluate the need for grade repair and extra tutorials to ensure student graduation.

Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.

Staff Responsible for Monitoring: Director of Special Education and Special Education Coordinators

Strategy 5 Details

Strategy 5: Emergent Bilingual: Provide instructional coaching for teachers on strategies to support beginner and intermediate Emergent Bilingual students to ensure student graduation.

Strategy's Expected Result/Impact: Increase the graduation rate by 1% or show improvement.

Staff Responsible for Monitoring: Director of Curriculum and Instruction for Special Populations

Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Source: MAP and mCLASS data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator and Elementary C&I Coordinator
Strategy 3 Details
Strategy 3: Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction . Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator
Strategy 4 Details
Strategy 4: Teachers will maintain a monitoring notebook as documentation of individual student's progress. Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator

Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Source: Amira data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the Amira program and utilize the data to inform and adjust instruction Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator
Strategy 4 Details
Strategy 4: Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction . Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator

Strategy 5 Details

Strategy 5: Teachers will maintain a monitoring notebook as documentation of individual student's progress.

Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary ELAR Coordinator, and Elementary C&I Coordinator

Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Source: Amira data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the Amira program and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Elementary ELAR Coordinator and Elementary C&I Coordinator
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (District provided Curriculum). Strategy's Expected Result/Impact: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Elementary ELAR Coordinator and Elementary C&I Coordinator
Strategy 3 Details
Strategy 3: Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Elementary ELAR Coordinator and Elementary C&I Coordinator

Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Source: MAP data

Strategy 1 Details
Strategy 1: Math teachers plan high quality instruction that strengthens students' understanding of math TEKS by planning rigorous learning experiences using district provided lessons and resources, which includes the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator
Strategy 2 Details
Strategy 2: Math teachers facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator
Strategy 3 Details
Strategy 3: Math teachers model and expect students to use a problem solving process. Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator
Strategy 4 Details
Strategy 4: Math teachers incorporate the use of small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator
Strategy 5 Details
Strategy 5: Math teachers track student progress using a Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop concept understandings of math TEKS. Strategy's Expected Result/Impact: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. Staff Responsible for Monitoring: Primary Curriculum Coordinator, Elementary Math Coordinator, and Elementary C&I Coordinator

Guardrail 1: Safe and Supportive Schools - The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1.1: Implement the Safe and Supportive Schools Plan

Evaluation Data Source: Safe and supportive schools data

Strategy 1 Details
Strategy 1: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that the Cy-Fair Tipline submissions are reviewed, prioritized, addressed, and closed as needed. Strategy's Expected Result/Impact: 100% of all tips are closed within 10 school days Staff Responsible for Monitoring: Office of Emergency Management
Strategy 2 Details
Strategy 2: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that the Safe School Checks are being performed by officers at every elementary campus and early learning center. Strategy's Expected Result/Impact: Every elementary campus and early learning center is visited a minimum of 2 times per day by CFPD. Staff Responsible for Monitoring: Cy-Fair Police Department
Strategy 3 Details
Strategy 3: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the completion of metal detector and K9 searches. Strategy's Expected Result/Impact: 100% of campuses complete the required metal detector searches Staff Responsible for Monitoring: Cy-Fair Police Department
Strategy 4 Details
Strategy 4: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the completion of all exterior door sweep audits. Strategy's Expected Result/Impact: 100% of campuses complete the required weekly door sweep audits Staff Responsible for Monitoring: Office of Emergency Management; Cy-Fair Police Department.
Strategy 5 Details
Strategy 5: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Ensure that reported terroristic threats are being investigated through a behavioral threat assessment process. (Behavioral Threat Assessment & Management) Strategy's Expected Result/Impact: 100% of discipline referrals for terroristic threat that include a threat to kill or use a weapon in an act of violence (as indicated by PEIMS discipline reason code 26) will be linked to a parallel threat assessment investigation. Staff Responsible for Monitoring: Mental Health Intervention Team, Student Services

Strategy 6 Details
Strategy 6: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Continue to monitor implementation of Bringing Out the Best (Character Education) Lessons to ensure they are meeting the needs of teachers and students. Strategy's Expected Result/Impact: To ensure engaging and relevant lessons. Staff Responsible for Monitoring: Guidance & Counseling; School Leadership
Strategy 7 Details
Strategy 7: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Mental Health Intervention Team will support students and guardians in the intervention of suicide and violence risk. Strategy's Expected Result/Impact: MHIT will follow-up with the campus staff/guardian of 100% of students with Protocol 3 (i.e. high risk) Suicide Risk Severity Scale outcome and Behavior Threat Assessment ratings. Staff Responsible for Monitoring: Mental Health Intervention Team
Strategy 8 Details
Strategy 8: Substance Use Awareness & Prevention Program: Implement district-wide awareness and prevention programs. Strategy's Expected Result/Impact: Program will be monitored to ensure benefit and support to students and staff. Staff Responsible for Monitoring: Guidance & Counseling
Strategy 9 Details
Strategy 9: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of assault incidents on campuses. Strategy's Expected Result/Impact: PEIMS discipline reason codes 27,28,29,30,31, and 32 will be monitored to determine proactive or responsive measures needed to decrease the number of assault incidents. Staff Responsible for Monitoring: Student Services; Cy-Fair Police Department
Strategy 10 Details
Strategy 10: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of drug infractions on campuses. Strategy's Expected Result/Impact: PEIMS discipline reason codes 36,62, and 64 will be monitored to determine proactive or responsive measures needed to decrease the number of drug infractions. Staff Responsible for Monitoring: Student Services; Cy-Fair Police Department
Strategy 11 Details
Strategy 11: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of firearms on campuses. Strategy's Expected Result/Impact: PEIMS discipline reason code 11 will be monitored to determine proactive or responsive measures needed to eliminate incidents. Staff Responsible for Monitoring: Student Services; Cy-Fair Police Department

Strategy 12 Details

Strategy 12: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of cases brought to the district attorney and the number accepted or declined.

Strategy's Expected Result/Impact: Incident numbers will be monitored to determine proactive or responsive measures needed to reduce incidents.

Staff Responsible for Monitoring: Cy-Fair Police Department

Strategy 13 Details

Strategy 13: SAFE AND SUPPORTIVE SCHOOLS COMMITTEE: Monitor the number of confirmed bullying incidents as per Policy FFI-Local.

Strategy's Expected Result/Impact: PEIMS discipline reason code 61 will be monitored to determine proactive or responsive measures needed to reduce bullying incidents.

Staff Responsible for Monitoring: Student Services

Guardrail 1: Safe and Supportive Schools - The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1.2: Increase the student attendance rate to 95% or show improvement from the prior year.

Evaluation Data Source: Attendance data

Strategy 1 Details
Strategy 1: Continue to implement a district-wide plan (inclusive of awareness campaigns, training, interventions, tools and/or resources) to address non-attendance/truant behavior patterns at all CFISD campuses. Strategy's Expected Result/Impact: Routine and timely intervention for chronically absent students to reduce truancy and increase student attendance. Staff Responsible for Monitoring: Campus Administrators, Student Service Department, Information Services & Applications/Technology Department.
Strategy 2 Details
Strategy 2: Establish a campus and district level standard of routinely analyzing attendance data for trends that significantly impact attendance. Strategy's Expected Result/Impact: Proactive and/or responsive measures that increase student attendance rates. Staff Responsible for Monitoring: Campus Administrators, Student Service Department, Information Services & Applications/Technology Department

Guardrail 1: Safe and Supportive Schools - The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1.3: Maintain PBIS or other research-based schoolwide behavioral support systems at all schools.

Evaluation Data Source: PBIS or other research-based schoolwide behavioral support system data

Strategy 1 Details
Strategy 1: Monitor implementation of PBIS or other research-based school wide behavioral support systems at all schools. Strategy's Expected Result/Impact: District will be able to identify areas or strength and areas of need in regard to PBIS implementation. Staff Responsible for Monitoring: Student Services Department
Strategy 2 Details
Strategy 2: Coordinate an annual evaluation with campus staff using the Tiered Fidelity Inventory to measure the level of implementation of PBIS systems on their campus. Strategy's Expected Result/Impact: Campuses will be able to improve targeted components of PBIS. Staff Responsible for Monitoring: Campus staff, Student Services Department
Strategy 3 Details
Strategy 3: Provide campuses with access to online behavioral trainings and resources through the CFISD intranet. Strategy's Expected Result/Impact: Campuses will be able to train staff and strengthen their implementation of PBIS. Staff Responsible for Monitoring: Student Services Discipline Directors

Guardrail 1: Safe and Supportive Schools - The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1.4: Expand measures to protect sensitive and confidential data and maintain cybersecurity readiness.

Evaluation Data Source: Technology data

Strategy 1 Details
Strategy 1: Advance the security posture of digital resources for online learning Strategy's Expected Result/Impact: Increased data privacy for all stakeholders Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems and the Assistant Superintendent of Curriculum & Instruction
Strategy 2 Details
Strategy 2: Incident reporting and training of staff and student Strategy's Expected Result/Impact: Enhanced protection of sensitive and confidential data through proactive training and response measures Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems
Strategy 3 Details
Strategy 3: Maintain the Trusted Learning Environment Seal Strategy's Expected Result/Impact: Commitment to building a culture of trust Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems
Strategy 4 Details
Strategy 4: Maintain layered approach to protection based on National Institute of Standards Cybersecurity Framework Strategy's Expected Result/Impact: Increased cybersecurity resilience by ensuring each layer of security works to cohesively to protect district data and systems Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems

Guardrail 2: Human Capital - The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2.1: Implement a recruitment plan focused on recruiting an effective teacher and leadership staff.

Evaluation Data Source: Recruitment data

Strategy 1 Details
Strategy 1: Conduct in-person and virtual experienced teacher interview events to attract certified educators from Texas and across the nation. Strategy's Expected Result/Impact: Increase in the number of certified applicants to teaching positions. Staff Responsible for Monitoring: Human Resources
Strategy 2 Details
Strategy 2: Maximize recruitment activities at Texas universities that yield the highest number of CFISD teacher hires. Strategy's Expected Result/Impact: Increase the number of school visits to the top 10 Texas university programs from which CFISD hires the most teachers. Staff Responsible for Monitoring: Human Resources

Guardrail 2: Human Capital - The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2.2: Provide a competitive compensation package for all employees.

Evaluation Data Source: Compensation plan data

Strategy 1 Details
Strategy 1: Evaluate whether it is beneficial for the District to continue to participate in TRS-ActiveCare medical insurance. Strategy's Expected Result/Impact: Provide the best option for a medical insurance plan. Staff Responsible for Monitoring: CFO and Assistant Superintendent of Business & Financial Services
Strategy 2 Details
Strategy 2: Evaluate voluntary insurance plans to determine the best plans and prices for the District. Strategy's Expected Result/Impact: Provide the best option for voluntary insurance plans. Staff Responsible for Monitoring: CFO and Assistant Superintendent of Business & Financial Services
Strategy 3 Details
Strategy 3: Review employee base pay systems and pay for extracurricular duty assignments (stipends) in the local job market. Strategy's Expected Result/Impact: Base pay and extracurricular duty assignment pay recommendations based on the local market. Staff Responsible for Monitoring: Human Resources

Guardrail 2: Human Capital - The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2.3: Increase the substitute fill rate for non-vacant teacher assignments to 90% or show improvement of 1% or more.

Evaluation Data Source: Substitute fill rate data

Strategy 1 Details
Strategy 1: Require all substitutes to fulfill the district's requirement to accept at least 4 assignments within a thirty-day period. Strategy's Expected Result/Impact: Increase the number of substitute assignments that substitutes fulfill each month. Staff Responsible for Monitoring: Human Resources
Strategy 2 Details
Strategy 2: Promote substitute employment opportunities at college and university recruitment events. Strategy's Expected Result/Impact: Increase the number of substitute applications from candidates pursuing a college education. Staff Responsible for Monitoring: Human Resources

Guardrail 2: Human Capital - The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2.4: Promote 100% of highly qualified teacher pathway candidates as teachers.

Evaluation Data Source: Teacher candidate data

Strategy 1 Details
Strategy 1: Support the transition of teacher pathway candidates to full-time, certified teacher roles.. Strategy's Expected Result/Impact: Hire 100% of eligible teacher pathway candidates Staff Responsible for Monitoring: Human Resources

Guardrail 2: Human Capital - The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2.5: Increase the number of teachers earning a designation through the Teacher Incentive Allotment program.

Evaluation Data Source: Teacher Incentive Allotment data

Strategy 1 Details
Strategy 1: Investigate means of expanding teachers eligible for the Teacher Incentive Allotment. Strategy's Expected Result/Impact: Increased content areas included in the CFISD TIA plan Staff Responsible for Monitoring: Teacher Incentive Allotment Committee

Guardrail 2: Human Capital - The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2.6: Increase the fill rate for special education teachers and paraprofessionals by 2%.

Evaluation Data Source: Fill rate data

Strategy 1 Details
Strategy 1: Recruit CFISD degreed paraprofessionals to enroll in an approved educator preparation program that leads to certification. Strategy's Expected Result/Impact: Decrease the number of special education teacher vacancies. Staff Responsible for Monitoring: Human Resources
Strategy 2 Details
Strategy 2: Conduct community job fairs at CFISD high school campuses to recruit paraprofessionals for special education assignments. Strategy's Expected Result/Impact: Decrease the number of special education paraprofessional vacancies. Staff Responsible for Monitoring: Human Resources

Guardrail 2: Human Capital - The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2.7: Develop a plan to maintain a low teacher turnover rate.

Evaluation Data Source: Teacher turnover rate data

Strategy 1 Details
Strategy 1: Collaborate with campus leadership to identify retention strategies based on Hanover teacher retention study findings. Strategy's Expected Result/Impact: Develop campus plan to lower teacher turnover Staff Responsible for Monitoring: Human Resources, School Leadership, Curriculum & Instruction
Strategy 2 Details
Strategy 2: Collaborate with principals to support alternative certification program candidates. Strategy's Expected Result/Impact: Increase retention of teachers on non-standard certificates. Staff Responsible for Monitoring: Human Resources

Guardrail 3: Community Relations - The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 3.1: Implement a comprehensive marketing plan to increase elementary enrollment and recruit teachers.

Evaluation Data Source: PK & K Snapshot enrollment data; HR teacher applications; marketing campaign elements and metrics

Strategy 1 Details
Strategy 1: Meet with Freed monthly to discuss district goals, timelines, budgets, strategies, and metrics to measure campaign efforts. Strategy's Expected Result/Impact: Produce marketing campaign media and measure campaign efforts Staff Responsible for Monitoring: Director of Community Engagement
Strategy 2 Details
Strategy 2: Integrate campaign elements and dates in communication calendar. Strategy's Expected Result/Impact: Widen marketing reach Staff Responsible for Monitoring: Director of Communication
Strategy 3 Details
Strategy 3: Provide a marketing toolkit and assets for digital displays to campus-based staff. Strategy's Expected Result/Impact: Widen marketing reach Staff Responsible for Monitoring: Director of Community Engagement, Director of Communication

Guardrail 3: Community Relations - The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 3.2: Engage parents, businesses, and community members in CFISD volunteer opportunities and events.

Evaluation Data Source: Sign-in sheets; Cognito summaries of donations, and sponsorships

Strategy 1 Details
Strategy 1: Schedule and facilitate meaningful engagements with community volunteers including fundraising vendors, PTOs and booster clubs, VIPS committees, bus buddies, business partner meetings, mentor trainings, school adoptions, VIPS Appreciation Event, Superintendent's Fun Run, and Community Connect events. Strategy's Expected Result/Impact: Increased participation Staff Responsible for Monitoring: Director of Community Engagement, Director of General Administration

Guardrail 3: Community Relations - The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 3.3: Implement a comprehensive plan to increase stakeholder input and feedback.

Evaluation Data Source: Stakeholder input and feedback; Leadership CFISD pre- and post-perception survey

Strategy 1 Details
Strategy 1: Continue use of a districtwide committee application to create diverse committee membership. Strategy's Expected Result/Impact: Increased number of committee applications and improved transparency Staff Responsible for Monitoring: Chief of Staff
Strategy 2 Details
Strategy 2: Post committee members, meeting minutes, meeting dates, and contact information on the website for each committee. Strategy's Expected Result/Impact: Improved transparency of committee meetings Staff Responsible for Monitoring: Assistant Superintendent of Communication & Community Relations
Strategy 3 Details
Strategy 3: Identify and implement teacher time study recommendations. Strategy's Expected Result/Impact: New processes and procedures that will positively impact teachers and improve teacher retention Staff Responsible for Monitoring: Chief of Staff
Strategy 4 Details
Strategy 4: Create Leadership CFISD committee. Strategy's Expected Result/Impact: Educated parents and community volunteers; community ambassadors Staff Responsible for Monitoring: Chief of Staff
Strategy 5 Details
Strategy 5: Implement a board listening tour and identify opportunities for the community to provide input and feedback. Strategy's Expected Result/Impact: Parents, staff and community members have more opportunities to provide input and feedback. Staff Responsible for Monitoring: Chief of Staff

Strategy 6 Details
Strategy 6: Identify opportunities to share positive stories and facts with CFISD staff and the community and encourage positive community outreach. Strategy's Expected Result/Impact: Educated staff, parents and community volunteers; community and staff ambassadors Staff Responsible for Monitoring: Chief of Staff, Director of Communication

Guardrail 3: Community Relations - The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 3.4: Implement a comprehensive plan to increase revenue.

Evaluation Data Source: Naming rights/advertising; outside facilities use; Berry Center/VPAC; athletics; Community Programs; inter-district transfers; Pre-K enrollment

Strategy 1 Details
Strategy 1: Contract with a consultant to conduct an asset inventory and valuation for the potential sale of naming rights. Strategy's Expected Result/Impact: Value of naming rights for the Berry Center, Pidgeon Stadium, VPAC, and the Natatorium Staff Responsible for Monitoring: Director of Community Engagement
Strategy 2 Details
Strategy 2: Develop a plan for offering tuition-based Pre-K. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction
Strategy 3 Details
Strategy 3: Expand outside use of facilities. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of General Administration
Strategy 4 Details
Strategy 4: Increase advertising opportunities. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of Community Engagement
Strategy 5 Details
Strategy 5: Maximize community rentals of the VPAC & Berry Center. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of MHAB/VPAC, Director of Berry Center

Strategy 6 Details
Strategy 6: Maximize staffing and enrollment for Club Rewind and 5 Early Learning Centers. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of Community Programs
Strategy 7 Details
Strategy 7: Explore new programming options for Club Rewind. Strategy's Expected Result/Impact: Increased revenue Staff Responsible for Monitoring: Director of Community Programs

Guardrail 4: Financial Management - The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 4.1: Develop and manage an operating budget that reflects the objectives of the District Improvement Plan.

Evaluation Data Source: Budget data

Strategy 1 Details
Strategy 1: 1. Budget developed based on Board Goal Setting Workshop and enrollment and revenue projections. 2. Monitor revenues and expenditures by preparing monthly budgets to actual financial reports. 3. Present quarterly budget review to the Board of Trustees for approval. 4. Monitor state legislature to anticipate issues that may affect funding. 5. Prepare five-year projections. Strategy's Expected Result/Impact: Budget that supports the Strategic Plan and District Improvement Plan Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services

Guardrail 4: Financial Management - The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 4.2: Maintain an appropriate operating fund balance.

Evaluation Data Source: Fund balance data

Strategy 1 Details
Strategy 1: 1. Develop and adopt a fiscally responsible budget to meet Board and instructional goals. 2. Maintain a working long-range budget. 3. Monitor revenues and expenditures by preparing monthly budgets to actual financial reports. 4. Present quarterly budget review to the Board of Trustees for approval. 5. Analyze the current budget to actual for evaluation of revenues and expenditures. Strategy's Expected Result/Impact: General fund balance of at least 4 months of operating expenditures. Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services

Guardrail 4: Financial Management - The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 4.3: Maintain underlying bond rating from major bond rating agencies.

Evaluation Data Source: Bond data

Strategy 1 Details
Strategy 1: 1. Monitor post-issuance and disclosure compliance with all bond transactions. 2. Maintain a general fund balance of at least 4 months of operating expenditures. 3. Monitor market and bond call dates to maximize refunding opportunities. Strategy's Expected Result/Impact: Moody's AA1 rating, Standard & Poor's AA rating, Fitch AA+ rating Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services

Guardrail 4: Financial Management - The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 4.4: Provide funding for facilities, technology, and program needs by selling bonds from the 2019 Bond referendum.

Evaluation Data Source: Bond data

Strategy 1 Details
Strategy 1: 1. Structure bond sales in order to meet District needs while minimizing the effect on the I&S tax rate. 2. Provide funding for facilities, technology, and program needs by selling bonds in compliance with long-range facilities assessment. 3. Utilize project spend-down schedules to invest bond proceeds to maximize interest revenue while monitoring arbitrage implications. Strategy's Expected Result/Impact: Bond sales according to established timeline/schedule Staff Responsible for Monitoring: CFO & Assistant Superintendent of Business & Financial Services

Guardrail 4: Financial Management - The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 4.5: Develop a data governance framework that will lead to improved data quality and increased access to data for all stakeholders.

Evaluation Data Source: Technology data

Strategy 1 Details
Strategy 1: Identify data domains Strategy's Expected Result/Impact: Provide a district-level perspective of the management of district data Staff Responsible for Monitoring: Assistant superintendent of Technology Services and Information Systems
Strategy 2 Details
Strategy 2: Expand district data dashboards Strategy's Expected Result/Impact: Provides administrators, teachers, and staff with real-time, data-driven insights to make informed decisions about student performance, resource allocation, and operational efficiency. Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems
Strategy 3 Details
Strategy 3: Texas Education Agency transition to EdFi Strategy's Expected Result/Impact: Ed-Fi standards will offer improved data interoperability, reduced data redundancies, and better insights into student performance data and outcomes. Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems

Guardrail 4: Financial Management - The superintendent shall exercise fiscal responsibility to maintain financial strength and provide the financial resources for the educational program and support needs.

Performance Objective 4.6: Develop a district-wide electronic documents environment, including automated workflows.

Evaluation Data Source: Technology data

Strategy 1 Details
Strategy 1: Implement and maintain automated processes Strategy's Expected Result/Impact: Increased number of automated departmental and campus workflows Staff Responsible for Monitoring: Assistant Superintendent of Technology Services and Information Systems

Guardrail 5: Operations - The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 5.1: Maintain morning on-time arrivals at 95% and increase afternoon on-time arrivals to 92%.

Evaluation Data Source: Transportation data

Strategy 1 Details
Strategy 1: Evaluate and revise routes as needed to maintain on-time performance objectives. Strategy's Expected Result/Impact: Morning 95%, Afternoon 92% Staff Responsible for Monitoring: Director of Transportation Assistant Director of Transportation Assistant Director of Transportation Operations Area Directors Fleet Communications Manager

Guardrail 5: Operations - The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 5.2: Maintain an 80% or higher Transportation Department retention rate.

Evaluation Data Source: Transportation data

Strategy 1 Details
Strategy 1: Provide opportunities for employees to maintain a positive working environment and strategies to increase morale at transportation centers. Strategy's Expected Result/Impact: 80% or higher transportation department employee retention rate Staff Responsible for Monitoring: Director of Transportation Assistant Director of Transportation Assistant Director of Transportation Human Resources Transportation HR Specialist

Guardrail 5: Operations - The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 5.3: Increase the reimbursable breakfast participation percentage to 40%.

Evaluation Data Source: Nutrition Services data

Strategy 1 Details
Strategy 1: Work with campus administration and other departments to reduce or eliminate obstacles to breakfast participation. Strategy's Expected Result/Impact: Increase the reimbursable breakfast participation percentage to 40%. Staff Responsible for Monitoring: Nutrition Services Director

Guardrail 5: Operations - The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 5.4: Continue completion of projects approved in the 2019 Bond referendum.

Evaluation Data Source: 2019 Bond data

Strategy 1 Details
Strategy 1: Complete Phase 5 of the 2019 Bond Program. Strategy's Expected Result/Impact: Maintain a safe and comfortable learning environment Staff Responsible for Monitoring: Assistant Superintendent of Facilities and Construction

Guardrail 5: Operations - The superintendent shall ensure that facilities adequately support the educational program and other operations.

Performance Objective 5.5: Develop a Long-Range Plan to address projected student enrollment and asset protection, infrastructure needs, and replacement cycles for existing facilities.

Evaluation Data Source: Facilities data

Strategy 1 Details
Strategy 1: Perform facility assessments utilizing input from District personnel, campus staff, and consultants. Strategy's Expected Result/Impact: Provide a comprehensive report that can be used for future bond planning exercises. Staff Responsible for Monitoring: Assistant Superintendent of Facilities and Construction

Cypress-Fairbanks Independent School District

Adam Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: All ELAR teachers will purposefully plan explicit and systematic first-time instruction and practice purposeful small group instruction to address individual needs. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists
Strategy 2 Details
Strategy 2: Math: Our math teachers will plan explicit and systematic first-time instruction that strengthens students' understanding of foundational skills by planning rigorous learning experiences. Learning opportunities will include scaffolded instructional practices that develop student discourse and provide opportunities for purposeful student reflection in the form of critical writing. The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists

Strategy 3 Details

Strategy 3: Science: Our science teachers will strengthen students' understanding of science concepts by planning explicit and systematic first-time instruction and providing rigorous and relevant, hands-on opportunities. Strategies will include higher-level student discourse, student-created presentations and projects, and critical writing to justify thinking.

The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists.

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Choir, Student Leadership, Safety Patrol, PBIS

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All Adam staff and students will work to develop strong relationships with each other and our community through the implementation of morning meetings in every classroom. Strategy's Expected Result/Impact: Students will respect each other and contribute to a positive school culture centered around integrity, unity, and perseverance. Office referrals in the area of inappropriate contact with a peer will decrease by 25%. Staff Responsible for Monitoring: Principal, Assistance Principals, Counselors, and Behavior Interventionists
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Interventionists
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Interventionists

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Adam Elementary has a 0% rate of violent incidents for the previous school years. In order to continue to reach this goal, we will work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships and celebrate the diversity of our Adam community. These will include, but are not limited to, daily class meetings for all learners, consistent implementation of PBIS, and Hug Buddies mentor system. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionists
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS Committee is focusing on data-driven decision-making. The PBIS team will lead data discussions, create resources for teachers to utilize for consistent implementation of PBIS strategies, and provide monthly professional development to strengthen understanding and implementation of best practices for students through PBIS. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Interventionists

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teachers will be recognized at the end of each nine weeks and for the year for perfect attendance by the principal. A professional development will be provided focusing on the correlation between staff absences and student performance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance rate will increase. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: Teachers will receive professional development on topics including (but not limited to): Quality First Instruction, Fundamental Five, Small Group Instruction, Data Analysis, and Classroom Management Strategy's Expected Result/Impact: Teachers will implement strategies learned from the professional development opportunities in order to better meet the individual needs of all learners in the areas of both academics and social emotional needs. Staff Responsible for Monitoring: Principal and Campus Leadership Team

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Consistent communication will be provided to the families and community through classroom newsletters, campus newsletters, Twitter, Facebook, Remind, and the Adam website. Throughout the year, parents/guardians will have opportunities to assist in finding strategies and methods to use to assist with student learning at home. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal and Campus Leadership Team

Cypress-Fairbanks Independent School District

Andre' Elementary School

2024-2025

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: We will utilize collaborative planning to further develop teachers' capacity to implement effective small-group instruction. Students in all grades will be provided with additional reading support using small, pull-out groups. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Literacy Coaches and Administrators
Strategy 2 Details
Strategy 2: Math: We will commit to planning for purposeful small group instruction, interactive vocabulary, real-world problem-solving, model representation, and the use of manipulatives utilizing critically based thinking strategies for our students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Math Coaches and Administrators
Strategy 3 Details
Strategy 3: Science: Teachers will provide hands-on experiments to support the scientific process and the claim/evidence/reason process. The school garden will be updated, and lessons will be provided to students that align with district curriculum. The school will coordinate with volunteers to provide demos from the Science Resource Center. Interactive, student-created word walls will be implemented to allow for application of science vocabulary to real-world applications. The campus will buy supplies and resources for experiments and the garden. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists and Administrators

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Well-Rounded Education: Students will be provided opportunities to participate in the following enrichment programs, courses, and/or activities:

- Junior Counselor, where they will mentor/coach/support other students with school-related issues.
- Principal's Advisory Team, where they will enhance their leadership skills while working in a small group with our principal.
- Spelling Bee for 3rd-5th grades.
- Spring choir
- Opportunities to explore leadership jobs within the classroom and campus.
- Select students will participate in Dierker's Champs baseball team competing with other schools.
- Girls on the Run, Student Council, Andre' Steppers, and the Twirling Team are all outside student groups that students may participate in at Andre'.
- K-level Scholar Initiative, where 5th-grade students will monitor their academic progress in all content areas and strive to maintain eligibility in K-level classes for middle school.
- Library maker space activities
- Students in the gifted and talented program have the opportunity to participate in DaVinci Day and the Horizons showcase.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Technology Specialist, Librarian, Counselors and Principal

Strategy 6 Details

Strategy 6: At-risk 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All Andre' staff will work on developing strong relationships with each other and our community through the implementation of PBIS, project safety, BOTB, restorative circles and Sanford Harmony lessons daily during community time.
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgement of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed at teaching rules, procedures, and expectations that create a positive school climate. We are implementing a full-time Restorative Coach on campus this year. - She will be responsible for doing daily check-in with those students who are having consistent problems in the classroom. - She will be the Lead in our PBIS Leadership Team, organizing and presenting to staff once a month. - She will work with teachers on establishing different classroom management procedures to help those students who need some assistance. We will partner with Cypress-Springs High School to include the PALS program, providing student mentors for some of our At-Risk students. Counselors will have a counselor's corner in the morning to do check-ins with students and provide support to students in need/crisis. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Restorative Coach, Counselors ,DMC Para-Professional, Teachers
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS, Character Education, Well-Managed Schools, and Project Safety. Use of Restorative Coach. We have our PBIS Matrix in place to meet the needs of our current population. - Leadership -Effort -Accountability -Disciplined We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Restorative Coach, Teachers and PBIS Leadership Team

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Administrative Team

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 85% 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
Strategy 1: High-Quality Professional Development: - Staff will receive professional development from educational entities such as the ASCD, Region IV, International Center for Leadership in Education, N2 Learning, etc. - Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal-setting process with their appraiser. - Campus-based opportunities for professional learning. - Teachers will have opportunities to observe colleagues and teachers from other campuses. - The Administrative Team will conduct classroom walks to provide coaching. Strategy's Expected Result/Impact: Additional certifications obtained and specific professional growth areas addressed. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Consistently communicate with parents via Smore monthly, parent communicator, Remind, Instagram, Twitter, Facebook, campus website, marquee, and teacher weekly newsletters. We will provide a climate where families are given the opportunity to take an active role in their child's education through family nights. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: All Staff

Cypress-Fairbanks Independent School District

Ault Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Leadership Team (Prinicpal, APs, ISs)
Strategy 2 Details
Strategy 2: Math: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Leadership Team (Principal, APs, ISs)

Strategy 3 Details

Strategy 3: Science: Target good quality first instruction and implement 25 minutes of closing the gap learning time to help students needing extra support to close the achievement gap in science.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Leadership (Principal, APs, ISs)

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal, APs, P.E. Teacher

Strategy 5 Details

Strategy 6: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds/position 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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

Strategy 1 Details
Strategy 1: Campus Safety: 100% of staff and students will implement and follow all Lead Safely guidelines and protocols. Strategy's Expected Result/Impact: Increased attendance. Staff Responsible for Monitoring: Principal, nurse, assistant principals, teachers
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, campus staff

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Campus Staff
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs, Registrar

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to work to eliminate violence incidents. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, APs
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Implement Weekly Class Meetings each Monday to address areas of the campus culture and matrix. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Leadership Team, PBIS

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Provide incentives for staff to have perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Each month, we will focus on a specific aspect of adult/staff mental or physical health. Strategy's Expected Result/Impact: Staff attendance rate will increase by 10%. Staff Responsible for Monitoring: Principal, APs, Counselors, Nurse

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 75% 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
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development. Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table Staff Responsible for Monitoring: Principal, APs, ISs.

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 25%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Hold multiple events that will allow parents/family members to be on campus. Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. Staff Responsible for Monitoring: Leadership Team

Cypress-Fairbanks Independent School District

Bane Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: We will utilize collaborative planning to further develop teachers' capacity to implement effective small-group instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals and Principal.
Strategy 2 Details
Strategy 2: Math: We will implement the use of manipulatives and academic vocabulary, along with targeted interventions such as Do The Math. Instructional teams will analyze student performance data throughout the school year to set goals, create differentiation, and engage in effective planning to support students' academic growth. Instructional teams will also design instructional plans that include highly rigorous and relevant learning opportunities, differentiation during instruction, and small group interventions including Closing the Gap. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals and Principal.

Strategy 3 Details

Strategy 3: Science: Utilize collaborative planning opportunities to increase teacher capacity and to plan for hands-on learning experiences that will allow students to think critically. Teachers will focus on building students' academic vocabulary and increasing science proficiency. Instructional teams will design instructional plans that include highly rigorous and relevant learning opportunities with a focus on hands-on learning and vocabulary development.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals and Principal.

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Campus Crisis Intervention and Safety Committee will meet once a month to review drills conducted to evaluate effectiveness and make adjustments for improvement. The committee will also address general concerns and recommendations to enhance the safety of our campus. Strategy's Expected Result/Impact: On-going safety analysis and support will enhance the overall safety of our campus. Staff Responsible for Monitoring: Campus Crisis Intervention and Safety Committee, EOP Representative and Committee Chair, and Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: EOP representative and Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, Registrar
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed at teaching rules, procedures, and expectations that create a positive school climate. We will provide opportunities for staff to learn to identify signs of violence before it occurs. Staff will be able to identify triggers or signs that could result in violent situations. Staff will continue to participate in restorative discipline professional learning opportunities provided by CFISD student services. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals and Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS committee will continue to monitor student discipline reports and provide guidance to the classroom teachers. A campus-wide behavior continuum will be used by all teachers and staff. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: PBIS Committee, Assistant Principals, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 30%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Implement, communicate and promote attendance incentive program. Communicate staff attendance expectations and its impact to student learning. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5% Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Rigor and Relevance Framework by the Center for Model Schools, Virtual Coaching by Sibme, Quantum Learning, and Restorative Discipline, ESL and other instructional strategies that support the needs of Bilingual Emergent students and content specific professional learning opportunities provided by the CFISD Curriculum and Instruction Department. Strategy's Expected Result/Impact: Teachers and staff will learn new high yield instructional strategies that will enhance their practice and promote higher levels of student academic performance. Staff Responsible for Monitoring: Instructional Leadership Team (IS, APs, Principal)

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Improve communication of family engagement events and activities. Utilize different methods of communication that will result in higher numbers of families informed about the opportunities being offered to them. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.
Strategy 2 Details
Strategy 2: Develop and implement a Volunteer Engagement Plan that supports multiple opportunities for parents to participate in our school activities. This plan will define how parents can become volunteers and provide resources for them to learn the different activities that they can do to support our school. Strategy's Expected Result/Impact: Increase parental and family participation in our school. Improve communication with parents. Improve student discipline by increasing family engagement. Staff Responsible for Monitoring: Principal

Cypress-Fairbanks Independent School District

Bang Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, STAAR Math, and STAAR Science

Strategy 1 Details
Strategy 1: RLA: Bang teachers will monitor data from the district assessments to determine skills-based reteach and intervention for small group lessons for students using Amplify, Amira, Rigby lessons, and decodable readers. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teaching staff, Instructional Specialists, Assistant Principals

Strategy 2 Details

Reading: Teachers will focus on analyzing data efficiently using formative assessments, data from district assessments, teacher observations, and student daily work to drive instructional small groups to decrease the learning gap.

We will enhance the engagement in our Reading classes for students.

Teachers will focus on analyzing data (formative and summative) efficiently to drive instructional small groups to decrease the learning gap.

We will monitor assessments using a data tracking spreadsheet and identify student progress.

We will utilize a monitoring notebook for observations of student learning progress.

We will purchase supplies to reinforce instruction funded by Title I.

We will utilize temporary workers to pull small groups of students to close the learning gap funded by Title I.

We will provide after school tutoring opportunities.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal

Strategy 3 Details

Strategy 3: Math: Teachers will focus on analyzing data (formative and summative) efficiently to drive instructional small groups to decrease the learning gap.

We will enhance the engagement in our math classes for students.

We will utilize a class size reduction teacher in 2nd, 4th and 5th grade to reduce the student teacher ratio.

We will purchase supplies to reinforce instruction funded by Title I.

We will utilize temporary workers to pull small groups of students to close the learning gap funded by Title I.

We will provide after school tutoring opportunities.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, AP, IS, Teachers, Temporary Workers

Strategy 4 Details

Strategy 4: Science: Teachers will implement hands-on experiences, display content specific interactive word walls, and develop enriched vocabulary activities that provide students with relevant and rigorous connections during the instructional lesson.

Teachers will focus on analyzing data (formative and summative) efficiently to drive instructional small groups to decrease the learning gap.

We will enhance the engagement in our science classes for students.

We will purchase supplies to reinforce instruction funded by Title I.

We will provide after school tutoring opportunities.

We will provide hands-on experiences with our Bang garden.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, AP, IS, Teachers

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

- * We will participate in raising money for Kids Heart Challenge to benefit the American Heart Association.
- * We will provide lessons aligned with the National Awareness Calendar; such as Mental Health, Heart Month, Nutrition, and Stress Awareness.
- * We will continue to teach students ways to take care of their bodies physically, emotionally, and instill a lifetime of healthy habits- such as sleep, hydration, balanced diet, and self care.
- * We will participate in Field Day, Strike It Out Bowling, First Tee Golf, Volleyball Club, PEAMS Night, CFISD's Superintendent Fun Run, and the CFISD Health Expo.
- * We will provide lessons through QuaverEd, including Sportsmanship, Mental Health, and Physical Health.
- * We will provide lessons on social skills, such as winning and losing appropriately, disagreeing appropriately, conflict resolution, and accepting differences.
- * We will participate in routine Fitnessgram practice and testing for push ups, curl ups, pacer test, shoulder stretch, and flexibility.
- * We will introduce fitness concepts, such as resting heart rate, respiratory endurance, muscle memory, body mechanics, and muscular strength.

We will teach students how to take care of their bodies physically, emotionally and by healthy eating habits.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

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, Bang Self Managers, Girls on the Run, and Ambassadors. All students will participate in Digital Citizenship Week, Red Ribbon Week, Kindness Week, and College Week.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Club Sponsors, Coaches, APs, Counselors

Strategy 7 Details

Strategy 7: At-Risk: 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 in areas reading, math, and science.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Primary Coach, Testing Coordinator, Instructional Teaching Staff, Interventionists.

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Record of safety drills and other required safety actions.
Implement all Lead Safely protocols

Strategy 1 Details
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. Strategy's Expected Result/Impact: Students and staff will comply with all safety procedures 100% of the time. Staff Responsible for Monitoring: Admin, Teachers, all staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers
Strategy 3 Details
Strategy 3: Staff will be accessible at recess and connected by communication through use of walkie talkies. Strategy's Expected Result/Impact: Increased communication and faster response times. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Members of the Bang staff and administration will serve on a attendance committee to support the overall attendance goal of 95%. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: principal
Strategy 2 Details
Strategy 2: Administration has implemented attendance contracts with students that have missed more than 10% of the previous school year. Strategy's Expected Result/Impact: Attendance rates of students will increase. Staff Responsible for Monitoring: APs
Strategy 3 Details
Strategy 3: Student attendance incentives will be implemented monthly and annually. Strategy's Expected Result/Impact: Student attendance will increase. Staff Responsible for Monitoring: APs, teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Bang will continue to have 0% violent incidents because we utilize our 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, Self Managers, and Girls in Pearls program. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, APs, BIs, Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. 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. Select staff participated in Capturing Kids' Hearts. Teachers will cover the "Social Skill of the Week" during Morning Meetings. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: We will provide a campus incentive to all staff who have perfect attendance each month. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistance Principals
Strategy 2 Details
Strategy 2: Our staff will honor colleagues through affirmations and the use of our PBIS Teacher reward system. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principals. Assistance Principals
Strategy 3 Details
Strategy 3: Our staff will participate in monthly "Fun First Friday" team building games before school. Small prizes will be awarded. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals

Strategy 4 Details

Strategy 4: VIPS, Ezee Fiber, and CyFair Credit Union will provide monthly staff appreciation treats, small gifts, and lunches throughout the year.

Strategy's Expected Result/Impact: Teachers/paraprofessionals attendance will increase 5%

Staff Responsible for Monitoring: Principals and Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development on the campus and district level: By the end of the current 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
WeClimb Data

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Teachers will attend professional development on CF-Tess Goals, and classroom management as needed. Strategy's Expected Result/Impact: By the end of the current school year, 100% of new teachers will complete assigned professional development as needed. Staff Responsible for Monitoring: Principal, APs, ISs
Strategy 2 Details
Strategy 2: High-Quality Professional Development: Campus leaders will engage and reflex on Insight to Develop the Leader Within You and Influence Those Around You byJohn Maxwell to improve on leadership skills. Strategy's Expected Result/Impact: Meet or exceed targeted goals in our CIP Staff Responsible for Monitoring: Admin

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will remain at 85%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will utilize social media, Remind, Bang newsletters, and monthly calendars, campus website, marquee and flyers to communicate opportunities to visit and volunteer on our campus. Strategy's Expected Result/Impact: Parent and family engagement will remain at 85%. Staff Responsible for Monitoring: Principal, Campus Secretary, IS's
Strategy 2 Details
Strategy 2: Parent and Family Engagement: We will offer opportunities for parents to visit during special events such as Curriculum Night, Donuts with Dear Ones (PreK), Veteran's Day, Family Literacy Night, Family Math and Science Night, Family Fitness Night, Mom-ster Mash, Father and Daughter dance, Nocturnal Animal Museum (1st Grade), Thanksgiving Feast (K/1), Field Day, Watch Dog Dads, Book Fairs, End of Year Awards, Winter Party, Spelling Bee, and PBIS Carnival. Strategy's Expected Result/Impact: Parent and family engagement will remain at 85%. Staff Responsible for Monitoring: Principal, Campus Secretary, IS's

Cypress-Fairbanks Independent School District

Birkes Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Instructional staff will become experts with the reading/language arts components, share prepared materials at planning, and implement lessons consistently and purposefully, through classroom instruction, focusing on all sub-populations. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: All instructional staff
Strategy 2 Details
Strategy 2: Math: Instructional staff will purposefully plan and analyze data to intentionally focus on all sub-populations. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: All instructional staff.
Strategy 3 Details
Strategy 3: Science: Instructional staff will purposefully plan and analyze data to intentionally focus on all sub-populations. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: All instructional staff.
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Choir, Student Leadership, and PBIS.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Record of safety drills, weekly exterior door checks and other required safety actions

Strategy 1 Details
Strategy 1: Campus Safety: PBIS lessons are sent to all staff and are presented to all students. APs talk with students regarding our Code of Conduct each semester. Our campus EOP is adjusted and reviewed throughout the year, as needed. Strategy's Expected Result/Impact: Staff and students are prepared for an emergency and are equipped with skills focused on creating a positive learning environment. Staff Responsible for Monitoring: All staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, APs, Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Continue to implement and reinforce our PAWS matrix through PBIS. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: All staff

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Incentives such as duty free lunch/recess and staff meeting recognition will be implemented each nine weeks for staff who are absent one or less times each nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, Campus Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Campus and district level training targeting student and staff needs will be offered through our CFISD Professional Development system and campus based book studies, literacy training's, restorative practice talks, PBIS development, etc. Teachers and students will model and implement positive behavior interventions and positive behaviors; fewer discipline referrals will take place due to restorative practice implementation; targeted small group instruction will be utilized as part of instructional strategies. Strategy's Expected Result/Impact: Meet or exceed targets in the attached CIP data tables Staff Responsible for Monitoring: Principal, APs, ISs, Counselors, Classroom Teachers

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Zoom, Schoology, Remind 101, texts, phone calls, emails, etc. will be utilized to involve parents in supporting students both academically and behaviorally. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal, APs, ISs, Counselors, Classroom Teachers

Cypress-Fairbanks Independent School District

Black Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will build student's ability to decode and comprehend text through modeling, planned structured conversations and direct/explicit instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Assistant Principal, Principals, Instructional Specialists
Strategy 2 Details
Strategy 2: Math: Teachers will build a learner centered environment that develops the students' understanding of problem solving through structured conversations and direct/explicit instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

Strategy 3 Details

Strategy 3: Science: Teachers need to build vocabulary rich instruction that supports students making connections between hands on learning, written text and digital media.
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Reading/Math/Science/Social Studies: Teachers will develop instruction that supports the transfer of academic language from structured conversations into written responses.
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers

Strategy 6 Details

Strategy 7: 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.
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.
Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All staff will be trained in the district's safety policies. Executing the district safety policies will create a safe environment for our students to grow and learn. Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Administrators
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Administrators

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Our campus will continue to use and teach PBIS, BOTB district character education, Red Ribbon Week for drug awareness, and Sanford Harmony prevention training to promote positive behaviors over violence. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Administrators, Counselors, teachers, staff
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will use teachable moments and give students tools to make appropriate choices in regard to their behavior. (conflict resolution, BOTB, PBIS, Sanford Harmony, restorative practice continuum) Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, Administrators, Staff

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff attendance will be monitored each 9 weeks. Staff with a 99% or higher attendance rate will be recognized in the staff bulletin. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal, Campus Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Teachers will be provided with opportunities to attend professional development in areas of classroom management, content specific, social-emotional learning and virtual instructional models. Teachers who attend these professional development opportunities will be able to implement strategies in their classrooms immediately, thus positively impacting students' learning. Strategy's Expected Result/Impact: Meet or exceeds targets in attached CIP tables Staff Responsible for Monitoring: Administrators, IS's

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Provide a variety of volunteer opportunities in which to engage parents and families both in person and virtually, such as PTO, watchdogs, mentors, parent readers, participation in family night, curriculum nights, library nights, bookfair, SRC demos, nature trails and field trips. Strategy's Expected Result/Impact: Parent and family engagement will increase. Staff Responsible for Monitoring: Principal

Cypress-Fairbanks Independent School District
Brosnahan Elementary School
2024-2025

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Students in all grades will be provided with additional reading support using small, pull-out groups, and additional instructional time through morning and afternoon tutoring opportunities to reinforce previously taught concepts, spiral reviews, decoding and phonics emphasis, and a vertical alignment in all grade levels with annotation of text. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists
Strategy 2 Details
Strategy 2: Math: Students in all grades will be provided with additional math support using small, pull-out groups, and additional instructional time through morning and afternoon tutoring opportunities to reinforce previously taught concepts with the daily use of manipulatives. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists
Strategy 3 Details
Strategy 3: Science: Students in all grade levels will have opportunities to participate in hands-on activities that reinforce concepts taught with emphasis on science vocabulary and the use of interactive science word walls. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: ABL, Choir, Orchestra, Student Leadership, Safety Patrol, PBIS, Art Club, Horizons Showcase, DaVinci Day, Music Memory, Spelling Bee, field trips, the Choral Festival and other enrichment clubs.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: State Compensatory Education (SCE): Throughout the current school year, we will 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will perform all crisis drills within the compliance timeline, as well as do door checks throughout the day to ensure students and staff are secure within the campus. Strategy's Expected Result/Impact: Students and staff will perform appropriately during crisis drills or any crisis situation. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Strategy 1 Details
Strategy 1: Students will be encouraged to attend school daily through a campus-wide attendance incentive program that is communicated to both students and families. Strategy's Expected Result/Impact: Student attendance at the end of the 2023-2024 school year will be 96% or higher. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Attendance Committee

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Frontline Reports by month and each 9 weeks

Strategy 1 Details
Strategy 1: Staff incentives for daily attendance will be given through campus competitions monthly. Strategy's Expected Result/Impact: Staff attendance will be at 96% or higher by the end of the school year. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Strategy 1 Details
Strategy 1: Staff will be given various opportunities to attend district PD, Region IV trainings, SIBME trainings, CAST conferences, and any other relevant trainings that align with the campus vision and mission. Strategy's Expected Result/Impact: 100% of staff will have received the necessary training to fully perform their job and have opportunities to grow professionally. Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Sign-in sheets
Parent Surveys

Strategy 1 Details
Strategy 1: Parents will have various opportunities to volunteer and attend parental involvement activities/events: Literacy Night, Movie Night, Multicultural Festival, Pictures with Santa, STEM Night, Father/Daughter Dance, Family Game Night, Carnival, Fitness Night and musical concerts. Strategy's Expected Result/Impact: Each event will have at least 25% of the campus' families in attendance. Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Involvement Committee

Cypress-Fairbanks Independent School District
Byrd Elementary School
2024-2025

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will implement meaningful, skill-based, small group reading instruction that is data-driven as evidenced in our monitoring notebooks. We will provide planning opportunities for teachers to further develop their capacity to implement effective reading instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, AP, and IS
Strategy 2 Details
Strategy 2: Math: We will build teacher's capacity during weekly planning sessions by discussing the use of manipulatives, academic vocabulary, goal setting, differentiation, purposeful small group teaching, and data-driven planning to support students' academic growth. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, AP, and IS
Strategy 3 Details
Strategy 3: Science: Implement interactive word walls and hands on activities to improve student growth in vertically aligned critical reading skills and academic vocabulary. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, AP and IS
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: 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. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: The campus has a safety committee. The committee will insure that all safety measures required by the district are implemented and recorded. Strategy's Expected Result/Impact: Staff members and parents will be aware of the safety measures in place at Owens. Staff Responsible for Monitoring: Principal and AP
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. * Students, staff, and community will be aware of CY-Fair Tipline and understand how to use it. * Code of Conduct talks held within the first three weeks of school and in spring semester. *Implement and present monthly Bringing Out the Best lessons covering bullying, suicide, dating violence, social media, etc. Model and support a positive climate aligned with PBIS/ Capturing Kids Hearts. Strategy's Expected Result/Impact: Violent Incidents will be 0% Staff Responsible for Monitoring: Principal, BI, AP, Counselors, Teachers, PBIS Leadership Team
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. - PBIS Rewards - Morning check-ins - Class meetings - Behavior contracts Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: AP and BI

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at 96%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Campus Secretary Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

- Vertical planning
- Just in time PD that occurs in planning.
- Campus and district PD.

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Curriculum Conversations PD, Digital Learning Conference, Behavior Summit, Building Math Minds PD. Strategy's Expected Result/Impact: Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps. Staff Responsible for Monitoring: ISs

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: Since this is the first year at Byrd, we are creating and implementing our family and community engagement activities and opportunities.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parents will be invited to participate in multiple events throughout the year in person or virtually; such as Open House, Scavenger Hunt Night, Field Day, Multicultural Night, choir performances, and chaperoning field trips. All students will receive a book to take home and read with their families during the holiday break. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal IS APs Counselors Teachers

Cypress-Fairbanks Independent School District
Copeland Elementary School
2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Students in grades PK-5 will be provided with targeted instruction focusing on phonics, vocabulary, oral language, revising, SCR and ECR skills, and complex questioning. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Reading Teachers, Reading Instructional Specialist
Strategy 2 Details
Strategy 2: Math: Students in grades K-5 will be provided with targeted, small-group instruction focusing on math vocabulary and fluency. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math Teachers, Math Instructional Specialist
Strategy 3 Details
Strategy 3: Science: We will provide high-quality first instruction in science through the use of hands-on, real-world experiences, spiral reviews, and application of science concepts using academic vocabulary. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science Teachers, Instructional Specialists

Strategy 4 Details

Strategy 4: Cross-Curricular: Teachers will participate in vertical team meetings to ensure the alignment of TEKS between grade levels.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Interventionists, Instructional Specialists

Strategy 5 Details

Strategy 5: At-Risk: Students with an identified area of need based on STAAR, TELPAS, or district progress monitoring will be provided with additional academic support based on their specific academic needs. The campus will:

- Provide supplies/materials/resources and supplemental staff to facilitate quality first instruction.
- Provide library materials that reflect diversity, student choice for leisure reading, and reading for information as well as the needs of the curriculum and state standards.
- Provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being.
- Provide additional intervention for targeted students in Math and Reading
- Incorporate instructional strategies that encourage student engagement
- Implement Parent and Family Engagement (PAFE) initiatives to build parents' capacity

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Instructional Specialists

Strategy 6 Details

Strategy 6: Well-Rounded Education: Students will be provided with a well-rounded education through activities such as: Choir, DaVinci Day, Horizons Showcase, Principal's Advisory Committee, Spelling Bee, Technology Expo, Student Leadership, Book Club, Field Day, Music Programs, Gardening, and Cafeteria Advisory Committee.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Strategy 7 Details

Strategy 7: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: PE Coaches, Principal

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: APs talk with all students regarding our Code of Conduct within the first three weeks of school. Tipline information was sent to all Copeland families. Our campus EOP is reviewed and adjusted regularly. Strategy's Expected Result/Impact: Improved level of safety and security as a result of these measures Staff Responsible for Monitoring: Principal, EOP representative, counselors, teachers
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, EOP representative

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: APs
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our discipline referrals. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: APs and BI

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will continue to recognize staff with perfect attendance each nine weeks with drawings for duty-free weeks, treats and recognition. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal, campus secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Book studies and other campus level trainings that target the needs of our students offered by administrative team members and staff members. Strategy's Expected Result/Impact: The expected result would be that staff will be better equipped to meet the needs of our students by: implementing strategies to improve their teaching and improve small group instruction. Staff Responsible for Monitoring: Principal, APs, ISs, Counselors
Strategy 2 Details
Strategy 2: High-Quality Professional Development: Staff will have opportunities to attend targeted professional development. Strategy's Expected Result/Impact: The expected result would be that staff will be better equipped to meet the needs of our students by implementing strategies to improve their teaching and small group instruction. Staff Responsible for Monitoring: Principal, APs, ISs, Counselors

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will use School Messenger and Social Media to engage and include our parents and community in school events. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, APs, teachers
Strategy 2 Details
Strategy 2: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by at least 5%. We will host family events such as Science Night and Reading is Sweet (reading night). Strategy's Expected Result/Impact: Parent and family engagement will increase by at least 5%. Staff Responsible for Monitoring: Principal, Instructional Specialists

Cypress-Fairbanks Independent School District

Danish Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Students will work in small groups on the skill of summary, revision and editing with Teachers, paras, and interventionists using HMH texts and district passages. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: instructional specialists, assistant principals and principal
Strategy 2 Details
Strategy 2: Math: Teachers will use number talks, puzzle talks, and Origo along with small group instruction to fill in the gaps in computation, fact fluency, and problem-solving. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: instructional specialists, assistant principals, principal
Strategy 3 Details
Strategy 3: Science: Teachers will utilize hands-on experiences and small group instruction to increase the student's higher level understanding of science concepts and to practice testing taking skills needed for assessments. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: instructional specialists, assistant principals, principal
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Dolphin Daily (news crew that produces a weekly news segment for all students), choir, Garden presentations, Storyteller, Spanish Action Based Learning Lab, Hour of Code, running club, field trips, plays and performances.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, AP, Instructional Specialists,

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Staff will increase the number of positives in the classroom and work to find ways to reinforce the behavior they want to see in their students. Strategy's Expected Result/Impact: Decrease in the number of office referrals and classroom removals. Staff Responsible for Monitoring: Principal, APs, Behavior Interventionist
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: APs, Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation of the PBIS Rewards program and class meetings. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will work to build community in the classroom through daily class meetings, utilize mentors for our Tier 2 and 3 students and provide training for teachers on working with students who have Tier 2 and 3 behavior. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Increase teacher knowledge of strategies for working with at-risk students.

Evaluation Data Sources: Student discipline data

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: School will have 9-week incentives for staff who have perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal and Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development will be offered through PD days, planning meetings bite-sized PD, and self-directed PD for Fundamental 5. We will include paraprofessionals when possible. We will also promote and encourage teachers/paras to attend district trainings. Strategy's Expected Result/Impact: Increase of skill level in teachers/staff Staff Responsible for Monitoring: Principal, and Assistant Principals

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Provide multiple opportunitites for parents to attend events when possible and utilize times that are conducive to families being able to attend. Strategy's Expected Result/Impact: 80% of familes to attend at least 1 family event. Staff Responsible for Monitoring: Principal and APs

Cypress-Fairbanks Independent School District

Duryea Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will analyze current data focusing on our at risk sub pops to differentiate instruction by pulling small groups with fidelity. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers
Strategy 2 Details
Strategy 2: Math: Instructors will purposely plan differentiated lessons for at-risk populations, mainly African American and Special Education. We will support this effort by analyzing individual student data to drive our whole group and small group instruction. We will also use ST Math (linked to MAP) to give student individualized intervention. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers
Strategy 3 Details
Strategy 3: Science: To address learning gaps in Science, instructors will engage students in hands-on learning experiences/experiments following the 5E Instructional Model and then model/practice how to bridge these experiences with high-rigor application/assessment. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal, PE Coach, Nurse, Classroom Teachers, Assistant Principals

Strategy 5 Details

Strategy 5: 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:

Dolphin Academy - reading/writing/math/science after school tutoring program offered

FIN Time- students will get accelerated instruction 25 minutes a day during FIN time.

District Science, Math Intervention, and Reading Intervention- support provided by the district for our struggling students

Online Curriculum Programs- MClass, ST Math, Amira, Achieve 3000, Gizmos, IXL, Xtra Math

Field trips: Houston Interactive Aquarium, Nature Trails, Blessington Farms, BIZ Town, Houston Zoo

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Title One Committee, Principal, Assistant Principals, Instructional Specialists, Title One Coordinator

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Record of safety drills and other required safety actions
Record of Implementation of Campus Safety Committee Improvement Strategies

Strategy 1 Details
Strategy 1: Campus Safety: By the end of the current school year, 100% of the district's safety policies will be implemented. Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Safety Committee
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year and communicate effectively via radios. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Attendance Committee, Assistant Principals, Registrar, Teachers
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Attendance Committee, Assistant Principals, Registrar

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use PBIS strategies including restorative practices, building relationships, and implement the suggestions from the PBIS and safety committee to reduce violent incidents on campus Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Teachers
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students will participate in restorative practices Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Perfect / best attendance awards are given to both individuals and teams, Various staff awards/incentives are given to acknowledge staff regularly and encourage participation, Monthly: Three Distinguished Dolphin Awards - recognized once per month, Quarterly: Powerful Practice / Fundamental 5 ribbons, Annually: Grade level of the Year; Best Practices Awards Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals, Team Leaders, Teachers, Paraprofessionals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that teachers and staff are Receiving High-Quality Professional Development: By the end of the current school year, 90% of teachers will receive job targeted professional development based on identified needs.

- Evaluation Data Sources:** Classroom implementation of professional learning
- Walk-through
 - WeClimb Walks
 - Lesson Plans
 - District Content Training's
 - Region IV: Early Childhood Conf
 - Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12)
 - GT certification trainings
 - Classroom Management
 - Model Schools Conference
 - Rockin'Review Lead4ward

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Science of Teaching Reading, Reading Academy, Technology training, MAP, AMP, Performance Matters, Powerwalks (Fundamental 5); Region 4 Mathematics Conference: Cornerstones for Success (Grades K-12), Model Schools Conference, Rockin'Review Lead4ward conference Strategy's Expected Result/Impact: Professional Development provided will support our teachers and staff in their efforts to improve ELAR comprehension, writing, and math of our targeted assistance for our African American, Hispanic, and Economically Disadvantaged students. It will also provide classroom managment techniques to support a learning environment conducive to student engagement and success. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Testing Coordinator, Teachers

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 25%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Campus offers a number of parent and family engagement meetings for students and families including: Meet the Teacher Open House Math Night & Trunk of Treat Family Reading Night KISS Dance (kids Invite Someone Special) Science Night Step Up to Kinder Event Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. Staff Responsible for Monitoring: Principal, Assistant Principals, Parent and Family Engagement Liaison, Title One Coordinator, and Teachers

Cypress-Fairbanks Independent School District

Emery Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Staff will participate in meetings focused on student performance and data analysis to set targeted goals, with a special emphasis on our Special Education and African American populations. Teachers will engage in Data Digs to analyze results, identify misconceptions, and deepen their understanding of student needs. Additionally, teachers will collaborate with MAP consultant Marcia Kish to enhance instructional practices, strengthen small group instruction, and improve MAP scores. Our campus will also host professional development sessions aimed at addressing students' diverse learning needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
Strategy 2 Details
Strategy 2: Math: Teachers will work with district coaches to strengthen their instructional practices and learn how to use small groups to differentiate instruction effectively. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
Strategy 3 Details
Strategy 3: Science: Teachers will focus on developing science vocabulary and critical reading skills for all students by providing daily small group instruction, vocabulary instruction, and modeling critical reading strategies to justify their thinking and connect hands on experiences to STAAR questioning format. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Sanford Harmony Lessons, Capturing Kids Hearts Curriculum, and Grade Level Projects.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Title 1 Coordinator

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will implement Capturing Kids Hearts philosophy daily. Strategy's Expected Result/Impact: Emery Staff will make sure our campus is safe for students and staff. Staff Responsible for Monitoring: Principal, Assistant Principals, Emery Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principals, EOP Coordinator, Emery Staff

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Emery will maintain a 0% rate of violent incidents for the current school year. We will continue to provide programs and learning opportunities for our students, including Sanford Harmony team building activities, PBIS strategies, and Capturing Kids Hearts lessons. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will implement our PBIS philosophy, CKH program, present our monthly Bringing Out the Best (BOTB) lessons and do our Fall/Spring Code of Conduct presentations with students. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Teachers

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 4%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will recognize staff members and teams who have perfect attendance at our monthly staff meetings. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 4%. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Staff will attend Professional Development, including Capturing Kids Hearts Refreshers, Behavior Sessions, Emery Academy, as well as participate in Instructional Coach led teacher tutoring throughout the year. Strategy's Expected Result/Impact: Professional Development will provide our staff with strategies to improve first instruction in all contents, supports for our most at-risk students and address social and emotional need of our students. Emery staff will implement strategies learned from professional development offered to meet the academic and social/emotional needs of our students. Staff Responsible for Monitoring: Principal and Assistant Principals

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parents will be invited to attend all of our family events in a variety of ways, including social media, campus newsletters, School Messenger, campus call outs, our school marque, etc. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal, Emery Staff, Title 1 Coordinator

Cypress-Fairbanks Independent School District

Emmott Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will pre-plan and actively participate in curriculum planning sessions with a focus on providing more rigorous activities and modeling their plans for implementation. The teachers will attend ELAR professional learning opportunities to acquire new learning for application of grade level development for building student literacy skills. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Math: Teachers will actively participate in curriculum planning sessions with a focus on providing more rigorous activities, pre-plan for small group instruction, model plans for implementation, and utilize math resources/manipulatives during instruction. The teachers will participate in professional development for grade level skills and vertical alignment across campus. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 3 Details
Strategy 3: Science: Teachers will implement hands-on experiences, display content specific interactive word walls, and develop enriched vocabulary activities that provide students with more relevant connections during the instructional lesson. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal, Science Liaison

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Small Group Interventions, Reading Enrichment, New Student Transitions, PALS Groups, Student Council, Achievement Camps, Music Programs, Choir, Step Team, and Girls On The Run groups.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Staff, Instructional Specialists, Assistant Principals, Principal

Strategy 6 Details

Strategy 6: At-risk and All student groups 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All students and staff will practice crisis drills and monthly fire drills. They will refer to and implement our Emergency Operating Plan including the Standard Response Protocol on how to handle emergencies on campus during crisis situations. Strategy's Expected Result/Impact: 1. The campus will maintain compliance with required safety drills each semester. 2. Staff, students, and community will be informed of procedures in place for crisis situations. 3. Administrative staff will be able to review, refine, and adjust plans of emergency as needed for student safety. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Emergency Operations Representative, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Incorporate campus attendance plan that monitors initiatives throughout the year and recognizes improvement across grade levels. Communicate the plan for attendance efforts during parent engagement events. Celebrate growth areas that meet or exceed the 95% goal throughout the year. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Code of Conduct talks held within first 3 weeks of school and in spring semester. Campus committees will analyze discipline referrals each grading period to determine trends in behaviors. Campus homerooms will implement and present monthly Bringing Out the Best lessons covering Character Education components. Campus homerooms will implement and present daily/weekly activities through Harmony lessons and social skill development. Community Circles will be part of the instructional morning schedule. Strategy's Expected Result/Impact: Violent incidents will be 0%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Coaches, PBIS Committee Members, Emmott Staff
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS committee will continue the level 1 model for campus interventions. The team will meet monthly to review disciplinary data, create goals for improvement, develop new lessons/activities for school-wide incentives, and review current campus matrix for support. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Emmott Staff, PBIS Committee Members, Principal, Assistant Principals,Counselors, Behavior Coaches

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teachers/Paraprofessionals will be recognized for nine week attendance and participate in school-wide activities that promote daily campus attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff attendance will be kept at a minimum per month based on Aesop reports for campus and groups. Classroom instructional performance will increase for content areas. School morale will increase for the campus. Staff Responsible for Monitoring: Assistant Principals, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Teachers will participate in district and campus professional learning opportunities which focus on specific teaching practices that maximize instructional methods for the current school year. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, District Coaches

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Emmott will host a minimum of 2 parent events to promote the school-home partnership. These events will be held throughout the year for fall and spring semesters. The topics will enhance all content areas/family unity, and require staff participation. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. As a result: 1. There will be an increase of parental involvement during school events. 2. Students will extend and enrich learning beyond the normal school day. 3. Community relationships will develop with campus and business partners. 4. There will be opportunities for parents to participate throughout the year for multiple campus academic and engagement events. Staff Responsible for Monitoring: Administration, Teachers, PTO Board Members

Cypress-Fairbanks Independent School District

Farney Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: RLA teachers will participate in extensive planning to differentiate, increase rigor, and prepare for misconceptions and anticipated gaps. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, AP's, RLA Instructional Specialist, Reading Interventionist and RLA teachers
Strategy 2 Details
Strategy 2: Writing: Teachers will participate in planning to improve students writing by using stronger vocabulary, more complex sentences, and deeper critical thinking. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Teachers, Paraprofessionals
Strategy 3 Details
Strategy 3: Math: All math teachers will plan differentiated instruction through small groups with a specific focus on number sense, number talks, place value, and real-world problem-solving. Additionally, students in all grades will be provided with additional small group math support from a math interventionist focusing on teaching interactive skills and using mathematical conversations. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, math interventionist, teachers and paraprofessionals.

Strategy 4 Details

Strategy 4: Science: Teachers will plan instruction that focuses on the analysis and application of data including higher-level questioning strategies, real-world relevant experiences to provide schema students might lack, and cross-curricular writing.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Teachers, and Instructional Paraprofessionals.

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Well-Rounded Education: Students will be provided with a well-rounded education through activities such as: DaVinci Day, Horizons Showcase, GT program, EdTech Expo, Student Council, Spelling Bee, Choir, Farney Art Show, Kinder Family Fitness Nights, Choral Festival.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Strategy 7 Details

Strategy 7: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Testing Coordinator, Teachers, paraprofessionals and BI.

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Staff and students will implement/follow all safety guidelines and PBIS matrices. Strategy's Expected Result/Impact: Students and staff feel safe in a warm and positive environment conducive to student learning. Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers, BI, and Support Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: EOP TEAM and Campus Secretary

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use coaching from the BI, behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, AP's, BI, Counselors, and Teachers
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Continue to implement and reinforce our SOAR matrix. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, AP's, BI, Teachers

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will ensure they are prepared for absence and provide proper notification.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide an attendance incentive every nine weeks for all staff members who have perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal, School Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Targeted professional development will be offered at the district and campus level through CFPGS. Additionally, the campus will provide opportunities for staff to participate in after school on-campus professional development in areas determined by the campus data and within the school day in the area of Math (Linkenhoger), and Reading (Guthrie). Strategy's Expected Result/Impact: Targeted small group instruction based on increased instructional strategies. Staff Responsible for Monitoring: Principal, AP's, Staff Development Liaison, Teachers

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parents will participate in Meet the Teacher, Conferences, Curriculum Night, Watch Dog, and various other volunteer opportunities. Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers

Cypress-Fairbanks Independent School District

Fiest Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: We will support all students in daily instruction (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Science of Reading Strategies) Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals
Strategy 2 Details
Strategy 2: RLA: We will support all students (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) in reading and listening comprehension through read alouds with accountable talk, with a strategic focus on increased rigor, use of visuals, and provide experiences virtually and in person to grow student background knowledge. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals
Strategy 3 Details
Strategy 3: RLA: We will utilize foundational skills instruction and science of teaching reading. We will use knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in and out of context to support all students in reading and writing instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals

Strategy 4 Details

Strategy 4: Writing: Students will apply writing strategies across all content areas. They will have opportunities to write critically and deepen thinking daily in all subjects.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals

Strategy 5 Details

Strategy 5: Writing: We will commit to supporting all students with direct instruction of grammar and mechanics, as well as application of these skills to strengthen written compositions. We will continue to review these skills throughout the school year.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals

Strategy 6 Details

Strategy 6: Math: We will focus on creating a deeper understanding of number sense and math computation (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) to grow students' numeracy. Strategies that will be employed include a focus on place value, committing to number talks, utilizing ST Math with fidelity, and growing teacher capacity.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals

Strategy 7 Details

Strategy 7: Math: We will grow mathematical comprehension (with focused groups to maintain growth trajectory for those students scoring Meets and Masters) by utilizing a problem-solving process. We will employ a variety of strategies to increase student stamina, critical thinking skills, and their ability to problem solve.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals

Strategy 8 Details

Strategy 8: Math: We will support students' fact fluency (+, -, x, /) to aid in mathematical operations and computations.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals

Strategy 9 Details

Strategy 9: Science: We will ensure best first-time instruction through continued use of the 5E Model with fidelity and create experiences to increase student schema and grow their curiosity so that students make connections and see relevance to their daily lives. Strategies that we will use are focusing on PD pertaining to differentiation, utilizing planning time to build in more "explore" time, and allowing more time for science on a daily basis.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals

Strategy 10 Details

Strategy 10: Science: We will focus on reading comprehension in science by building knowledge and skills in vocabulary, context clues, and text features through explicit instruction. Strategies that we will use are focused word walls using Visual Non-Glossary, instruction on prefixes and suffixes to build meaning and graphic organizers.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional teaching staff and paraprofessionals

Strategy 11 Details

Strategy 11: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 12 Details

Strategy 12: 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: Deepen understanding of and address specific academic needs of all student groups in an effort to provide opportunities for all children, including each of the subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) along with at-risk students to meet the challenging State academic standards. We will:

- provide supplies/materials/resources and staff to facilitate quality first instruction.
- provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being.
- Promote PBIS in all areas of our school (face-to-face and virtual)
- provide direction for families in the use of Schoology
- SEL - Sanford Harmony lessons/activities
- provide additional intervention for targeted students in Math and Reading (Read 180, SGRI, ESSER III, 4545)

Academic tutoring before/after school,
Math/Reading Nights,
Science Family Night,
Connected/Unplugged Family Events,
Book Fair Family Nights,
Box/Book Facts).

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, and Instructional teaching and paraprofessional staff.

Strategy 13 Details

Strategy 13: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, BI, Counselors, Teachers

Strategy 14 Details

Strategy 14: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, IS

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: We will maintain a monitoring notebook to document individual students' progress.

Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.

Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All students and staff will review and participate in monthly fire drills and semester drills to identify viable responses during various emergency situations. The Safety Task Force will review the Emergency Operations Plan periodically and revise the plan as needed. Our campus will follow and adhere to the LEAD Safely document and protocols. Strategy's Expected Result/Impact: Students and staff will evacuate the building or respond appropriately in the event of a fire or emergency drill as practiced and reviewed by the Safety Task Force Committee. Staff Responsible for Monitoring: Safety Task Force Committee, APs, and Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, AP, EOP Coordinators, Admin.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. (Reference the 2021-2022 CFISD Report on Violence and Violence Prevention) Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: APs, BI, Classroom teachers, APs
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. By the end of the current school year, discipline referrals will be decreased by 15%. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: APs, BI, Classroom teacher, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will strive for an exemplary attendance rate for staff with fewer than 5 absences per employee for the year. Acknowledgements will be given for perfect attendance each 9-weeks by campus administration. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Campus Sub Rep, Principal and District HR

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Sibme videos

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Campus time equivalency will be given for PD hours working towards ESL and GT certifications Strategy's Expected Result/Impact: The trained staff will return to campus and share strategies to increase academic performance. Staff Responsible for Monitoring: Counselors, BI, APs, Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details

Strategy 1: Parent and Family Engagement: Parents will be encouraged to be an active member of their child's education as we will use a variety of tools to inform them about campus events through:

1. Campus web page
2. School messenger - calls, e-mails and texts
3. VIPs Facebook page
4. X @FiestCFISD
5. Meeting agendas/minutes
6. Personal phone calls and invitations from staff to attend Meet the Teacher and other events
7. The Fiest Facts Monthly Campus Newsletters
8. Fiest Facebook
9. Remind App

The Fiest community will be invited to attend various events virtually and in person to support the academic, social and emotional well being of students and families. Events include:

8. Curriculum Night (Fall) & Kindergarten Orientation
9. Winter Event - Math/Reading/Writing/Science Nights
10. Rodeo Round-Up/Bear Parade
11. Awards Ceremonies
12. Campus and District Spelling Bee
13. Fun Run
14. Meet the Teacher
15. Penguin Ball
16. Student Showcase Night
17. ROAR and Soar Open House
18. 5th Grade Recognition
19. Veterans' Day Celebration
20. Book Fairs
21. Campus Facebook/Twitter
22. Remind/Schoology
23. Unplugged/Connected Parent training with counselors
24. Grade level PAFE monthly events

Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.

Staff Responsible for Monitoring: Teachers & Administrative Team

Cypress-Fairbanks Independent School District
Francone Elementary School
2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: We will increase student capacity to write ECR's by expanding opportunities for reading across the campus by providing students with authentic literature in both classroom and school-wide libraries, offering flexible reading spaces, and providing struggling readers additional interventions and supports, such as small group instruction, opportunities to hear from authors and storytellers, and access to summer reading. From there, teachers will ensure vertical alignment of the skills needed to create written responses to this authentic literature. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional specialists, teachers, librarian, principal
Strategy 2 Details
Strategy 2: Math: Provide additional opportunities for students to practice computation and hands-on learning opportunities through small group instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs
Strategy 3 Details
Strategy 3: Science: Provide hands-on learning opportunities through labs, vocabulary review and simulated experiences through whole group and small group learning opportunities. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional Specialists, APs.

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Well-Rounded Education: Students will be provided opportunities to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Action Based Learning Lab, enrichment offerings, and Student Leadership celebrations.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Instructional Specialists

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Complete BOTB lessons and provide access to reflective activities through guidance lessons offered by counselors. Strategy's Expected Result/Impact: Office referrals will decrease by 1% Staff Responsible for Monitoring: Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: APs

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Offer small group restorative opportunities centered around controlling anger and conflict resolution. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on PBIS best practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Class Meetings will take place on a weekly basis to facilitate SEL. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Behavior Interventionist, APs

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by .25%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Recognize staff members who demonstrate exemplary attendance each nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .25%.

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: District Professional Development Opportunities, Region IV Professional Development Opportunities, as well as additional opportunities that may be aligned with our most at-risk populations, such as conferences for instructional leaders, literacy trainings, student engagement, math, and science professional development. Strategy's Expected Result/Impact: Meet or exceed targets for each state assessment.

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 1%.

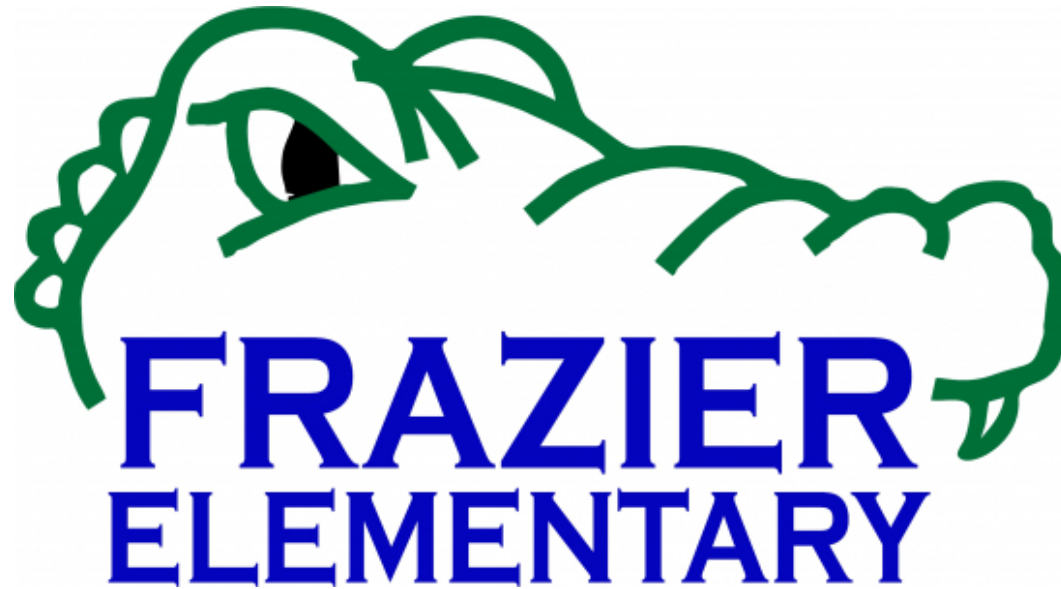
Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Host high quality parent involvement events, advertising each event or activity through a variety of communication methods including: Smore Newsletters, School Messenger Emails, Remind messages, and Facebook. Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%. Staff Responsible for Monitoring: Principal, APs, Teachers

Cypress-Fairbanks Independent School District

Frazier Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: We will focus teach ELAR strategies with small group instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, and Teachers.
Strategy 2 Details
Strategy 2: Math: Teachers will plan lessons with student-centered activities, such as composing and decomposing numbers, that will support the students with content understanding. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Teachers.
Strategy 3 Details
Strategy 3: Science: We will increase the rigor within our lessons by using hands-on lessons that are enriched in science vocabulary. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, and Teachers.
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal; PEAMs Teachers, I.S., and Counselors

Strategy 5 Details

Strategy 5: 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: Will provide Reading Nights, Math Nights, Tutoring, Content Camps, Bedtime Story Nights, Frazier Soccer Team, Run Club, Basketball Teams, and Thankful Student Thursdays.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Librarian, and Teachers

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, AP, Instructional Specialists

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All Frazier's staff will work on developing strong relationships with each other and our community through the implementation of PBIS strategies, BOTB, restorative circle and huddles, and community activities here at our school. All staff will follow all safety protocols. Strategy's Expected Result/Impact: All safety protocols will be followed. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors and Teachers.
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, AP, Instructional Specialists, & Counselors
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% . Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on the Fundamental Five practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS, Character Education from our counselors, BOTB, Gator Store and lunch bunch. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Counselors

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Provide monthly recognition and incentives for perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals and Admin Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

- Evaluation Data Sources:** Classroom implementation of professional learning
Master Teacher Walks
Walk-throughs
Lesson Plans/Planning Document
Mentor/ Mentee
Sibme

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Staff will receive professional development from campus based opportunities for professional learning on PBIS Strategies, De-escalation Strategies, Content Specific staff development courses, Fundamental Five, and Student Management Strategies - Teachers will receive professional development from Frazier Admin Strategy's Expected Result/Impact: A decrease in student office referrals, In-School Suspension, Out-of-School Suspensions, SOS Placement and an increase in Reading and Math performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers, Counselors and Reading/Math Interventionists

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 15%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Will send a monthly newsletter and hold Parent informational meetings to keep parents informed and engaged with student learning. Strategy's Expected Result/Impact: Parent and family engagement will increase by 15%. Staff Responsible for Monitoring: Principal, Instructional Specialists and Teachers

Cypress-Fairbanks Independent School District

Gleason Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will create systematic and explicit small group plans for the varied learners in their classroom. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional specialist, AP and Principal
Strategy 2 Details
Strategy 2: Math: Utilize whole and small group instruction to teach students a consistent problem solving plan in order to have students think critically and logically about math problems. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional specialist, AP and Principal
Strategy 3 Details
Strategy 3: Science: Provide students with hand-on labs through whole and small group instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional specialist, AP and Principal
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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 be given the opportunity to participate in a variety of before and/or after school clubs. Students will also have an opportunity to participate in the following:

- Student Leadership Opportunities
- Fine Arts Showcase
- Gleason Horizon's Showcase
- Choir Programs
- District Spelling Bee

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Counselor
Librarian
Teachers
Assistant Principal
Principals

Strategy 6 Details

Strategy 6: At-risk 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers
Instructional Specialists
Assistant Principals
Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Class meetings will take place daily. A discipline continuum will be followed for level I and II behaviors. The AP's will use a student behavior log which involves the parent prior to writing an office referral for level I and level II violations. The campus will continue with district BOTB lessons (including Tip line reporting procedures), counselor guidance lessons, PBIS, and conduct daily class meetings. Code of Conduct talks will be held within first 2 weeks of school and in spring semester. The principal will meet with the entire student body once a month. Monthly monitoring, feedback and updates will be provided by the PBIS committee. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teachers will be recognized for perfect attendance each month. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development. Strategy's Expected Result/Impact: Students will meet or exceed the targets set on the attached CIP data table. Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Consistent communication will be provided to the families and community through Twitter, Facebook, Remind, Instagram, parent newsletters, Smore, and the Gleason website. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal

Cypress-Fairbanks Independent School District

Hairgrove Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will plan and implement specific vocabulary activities to support all students' learning, with a focus on EL students. During planning teachers will determine what words to teach through various activities and determine when to teach vocabulary: Structured vocabulary time, read alouds, shared reading, reading small groups, and oral language development. Strategies and materials from SPARC, Lead4Ward, Neuhaus, HMM, along with other campus-created activities. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal
Strategy 2 Details
Strategy 2: Math: Teachers will focus on math fluency through discussion and vocabulary instruction through oral language and vocabulary development and vocabulary development, for all students, with a focus on African American and EL current students. Teachers will target most commonly used words, and academic and content-specific vocabulary utilizing district lessons, Lead4ward activities, ST Math, and campus-created activities. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal
Strategy 3 Details
Strategy 3: Science: Teachers will teach all students, with a focus on African American and EL current students, targeted vocabulary through a daily vocabulary time, along with additional vocabulary instruction provided twice a week by utilizing picture cards, SPARC activities, Lead4ward activities, and district and campus-created activities. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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:

Choir, Student Leadership, Dazzling Dolphins, PE-X, Adobe Group, Horizons Showcase, DaVinci Day, Music Memory, Spelling Bee, Science Night, Kindness Committee, and the Choral Festival. Students will be provided opportunities to utilize technology through the use of IXL, ST Math, Amira, Amplify, and other technologies.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency. Strategy's Expected Result/Impact: Lessons on safety taught in the classrooms, safety information shared with families, information on drills shared with families, safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
Strategy 3 Details
Strategy 3: The campus will implement social and emotional lessons and continue with PBIS, Quantum Learning, 8 Keys of Excellence, No Excuses University College Bound, and GAME ON to support the safety of the staff and students. Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance. Staff Responsible for Monitoring: Front desk, Safety Team, Counselor, Assistant Principals, and Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Incentives: Every day a class has 100% attendance, they earn a letter to spell WAVES. Once they spell the word, the class earns a reward of the teacher's choosing. Every month, students with perfect attendance get their name in a drawing for a new bike, helmet, and lock. We give away one girl bike and one boy bike and announce it during their lunchtime. Every nine weeks, students with perfect attendance are rewarded during their lunch time with a presentation of a prize or treat. We will also announce the class with the highest attendance each day on the announcements. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Monitoring System: Committee meets to discuss students with attendance concerns. We have a spreadsheet where we are documenting students, number of absences, parent contact, as well as action taken by the school. Action depends on number of absences. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue to implement PBIS, Game On, and 8 Keys of Excellence and have our counselor conduct lessons in classrooms to keep violent incidents on our campus at 0%. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will present school wide PBIS/SEL lessons each day for five minutes. These lessons are tailored to the needs of the campus. PK-Kindergarten will participate in SEL lessons daily for 15 minutes. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: The campus will share the campus data for each nine weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing zero days for each nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal, Campus Secretary, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Lead4Ward New Science TEKS Webinar: Math/Science IS and teachers will come away with strategies, ideas, and examples to implement in the classroom based on the new Science TEKS Strategy's Expected Result/Impact: 90% of students will score Approaches or higher on the STAAR Science assessment Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 1%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Communication will be sent out through email and phone call for all students every Thursday. Our Monthly SPLASH Smore newsletter will be published to provide parents with important information. Other materials to support the transition from home to Pre K will also be purchased. Parents will be invited to Meet the Teacher, Open House, Pictures With Santa Night, and Family Science Night to increase parental involvement with the school. Paraprofessionals will call parents personally with information regarding these school opportunities to help increase participation. Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%. Staff Responsible for Monitoring: Teachers, APs, Principal

Cypress-Fairbanks Independent School District

Hamilton Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Through purposeful planning and using multiple sources of data, students will consistently be provided with small group instruction during the school day along with differentiation and targeted instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Administrators Teachers Instructional Specialists
Strategy 2 Details
Strategy 2: Math: Through purposeful planning and multiple sources of data, classroom teachers will use small group instruction to meet the differentiated levels of learners. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Administrators Teachers Instructional Specialists
Strategy 3 Details
Strategy 3: Science: Through planning and application, students will process questions and apply what is learned to tested scenarios (3d to 2d). Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Administrators Teachers Instructional Specialists

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

PE Teacher

Strategy 5 Details

Strategy 5: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Instructional Specialists

SCE teacher

Assistant Principals

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All staff will be trained in the district's safety policies. Strategy's Expected Result/Impact: Executing the district's safety policies will create a safe environment for our students to grow and learn. Staff Responsible for Monitoring: Principal Assistant Principals School Safety Liaison
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal Assistant Principals School safety liaison

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 97% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Campus incentive attendance plan "Lions Show Up" will be implemented with campus and grade level incentives to increase attendance percentages. Strategy's Expected Result/Impact: 97% overall attendance rate Staff Responsible for Monitoring: Principal Attendance Secretary Administration Classroom Teachers
Strategy 2 Details
Strategy 2: "Lions Show Up" will be implemented to increase attendance. Phone calls and conferences will be made to address chronic absences. Strategy's Expected Result/Impact: 97% overall attendance rate Staff Responsible for Monitoring: Principal Attendance Secretary Assistant Principals Classroom Teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Professional development opportunities will be provided to continue to provide staff with ways to prevent violent incidences on campus. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Administrators
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. All staff members will effectively teach weekly and reward students according to our PBIS matrix and PAWS. Students will also be taught 8 Keys of Excellence and Quantum Learning strategies will be used to increase student engagement. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Administrators Counselor Paraprofessionals Teachers

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Incentives (lunch, covered duty, etc.) given for staff who have perfect attendance each grading period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal Campus Secretary Administrators Attendance Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: All staff will be trained in Strategy's Expected Result/Impact: Higher student engagement which will result in student growth and achievement staff will participate in relevant professional development through district and campus PD opportunities. District PD opportunities will be shared via the Weekly Update, and campus PD will be offered through weekly planning meetings, monthly grade-level meetings, and before--or after-school training. Staff Responsible for Monitoring: Teachers Administrators Instructional Specialists

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Parent Engagement Activity Attendance

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will increase parent and family engagement by providing more opportunities to engage in school activities. We will also increase communication via social media, newsletters, and other modes of communication. Each grade level sponsors a parent engagement activity where parents/family members participate in activity with their student at Hamilton during the school day. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal Campus Secretary Administrators Teachers
Strategy 2 Details
Strategy 2: Parents/guardians of each grade level have the opportunity to participate in Parent Engagement Activity that is scheduled during the school day. Each grade level has a different activity parents and student participate in. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal

Cypress-Fairbanks Independent School District

Hancock Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Hancock teachers will provide engaging, rigorous, relevant and student centered/driven, interactive learning experiences for all students. Teachers will attend both District and Campus Professional Development and ELAR based Curriculum Academies. Tutoring will be offered by ELAR teachers to intervene for students who are at-risk of not meeting district standards, reaching Approaches or Meets on STAAR. Teachers will create intentional lessons that are focused to elevate critical oral language development in reading, writing, listening and speaking. Instructional specialist and Assistant Principals will provide training opportunities and resources, coaching and family engagement opportunities that all focuses on phonics, reading comprehension, inferencing and grade level missed TEKS. Instructional Specialist and ILT will coach teachers paraprofessionals on best practices to meet the needs of all learners in all sub-populations. Teachers will monitor student progress and adjust instruction through the monitoring notebooks and data growth charts for ELAR. Our teachers will use our Hawks Succeed Model to create lessons that are relevant, modified for our students understanding and engaging. Teachers will use slide decks and word walls along with creating and utilizing anchor charts with their students that establishes an anchor in their learning, provides relevance to the instruction and brings visual representation to their learning. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialist,Assistant Principals, Principal.

Strategy 2 Details

Strategy 2: Math: Our teachers will attend District and Campus Professional Development and planning sessions to increase content knowledge and build capacity. Hancock Math Teachers will utilize the collaborative planning session as a time to model and reflect on the what and the how of each lesson, using our Hawks Succeed Plan, to design lessons that are framed in such a way that students quickly understand the concept and the outcome to each objective. Teachers will provide an exit ticket for all direct-teach and first instruction lessons. Teachers will adhere promptly to coaching feedback. Teachers will incorporate the use of Interactive Notebooks, build and utilize anchor charts, create student centered instruction, build solidarity in fact fluency, number talks, LEP Strategies in math, and small group instruction in grades PK-5. Teachers will use concrete, pictorial and abstract models to teach and model math concepts. Teachers will ensure students are using the strategies and models (concrete, pictorial and abstract) as a part of the student outcome process whether in groups and independently. Teachers will be intentional about providing small group instruction to their students that is well planned and with the use of higher order thinking discussions. Teachers will explain how and why the TEKS are relevant to the students and the world around them, using a rigorous first instruction, with manipulatives and pictorial models to convey abstract concepts. Teachers will reteach missed TEKS, missed strategies and misconceptions by using spiraling back cycle to capture all learners, in all sub-populations. Instructional Specialists and teachers will develop student specific instruction using Hand 2 Mind, Origo Books of Facts, iXL, Lead4Ward for rotations, tutoring and independent self paced activities. Teachers and Instructional support will provide math tutoring after school and Closing The Gap Tutorials (Hawk Time) to increase student achievement. Teachers will incorporate Talk Moves into their daily conversation with students in math class. Teachers will use formative and summative assessments to build learning groups and target commonly missed TEKS to be retaught. Paraprofessionals will support students in smaller learning groups with fact fluency.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principals, Principal.

Strategy 3 Details

Strategy 3: Science: Hancock Science Teachers will consistently provide critical writing opportunities using the CER Model, interactive word walls, science investigations, use of interactive notebooks and spiral review. implement effective strategies and best practices consistently to improve science knowledge and scores for all students. Teachers attend campus and district professional development. Teachers will integrate VNG for structured conversations to build more connections in science. Teachers will commonly use the campus Hawk Succeed plan to provide a more student connected, relevant and rigorous science instruction. Teachers will provide hands-on demonstrations and experiments, investigations of the 5E Model and consistent spiral review for all students.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers, Instructional Specialist, Interventionist, Assistant Principals, Principal

TEA Priorities:

Build a foundation of reading and math

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principals

PE Teacher

Campus Nurse

Strategy 5 Details

Strategy 5: 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:

New Student Orientation has been implemented to orient and assimilate students to our campus. During Class Meetings, teachers establish community and enrichment to meet the needs of all children in their journey.

Restorative practices and PBIS strategies have been built into Hawk Time on Mondays to help teach children with social skills and problem-solving.

PBIS Rewards are implemented into our campus as an incentive to motivate and encourage KINDness and PBIS-SOAR behaviors.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Counselors, Campus Culture Coach, Behavior Interventionist, Teachers and Assistant Principals along with Instructional Specialists

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: BRINGING OUT THE BEST, WELL-MANANAGED CLASSROOMS (CLASS MEETINGS VIA ANNOUNCEMENTS) & PBIS lessons are shared with staff and students. Strategy's Expected Result/Impact: Students and staff feel safe in a warm and positive environment conducive to student learnin Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers, and Support Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports
Campus produced CDDR

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Through restorative discipline practices and interventions, PBIS procedures, expectations, and common language, along with PBIS visuals that align for all student for campus wide expectations, Guidance lessons, & support groups. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, AP's, Behavior Interventionist, Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Teachers will implement classroom management strategies and best practices in the restorative discipline in the classroom. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, Behavior Interventionist Specialist, Counselors, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: By fostering a culture of appreciation and recognition, staff attendance will increase. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: AP's, Teachers, Paraprofessionals, and Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: All teachers will receive training and targeted support in curriculum, Schoology, planning lessons for rigor and relevance, along with helping to support their CF-TESS goals so they can be proficient and successful this school year. Strategy's Expected Result/Impact: Expected results are that the teachers will build their capacity and become more efficient and purposeful in their decision-making regarding curriculum, Schoology, management, and personal goals. Staff Responsible for Monitoring: Teachers, Instructional Specialists, AP's, Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parent Training Workshops, Campus Weekly newsletters Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, AP's, IS's, Campus Culture Coach Parent Liaison, Title 1 Specialist

Cypress-Fairbanks Independent School District

Hemmenway Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA teachers will improve content knowledge by engaging in effective team and vertical planning that focuses on the individual needs of students in target populations (EB, Special Education, and Hispanic) and fosters consistency (success criteria for student writing, thinking paper, visuals, sentence stems, and various strategies, etc.) which will yield higher learning outcomes. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator
Strategy 2 Details
Strategy 2: Math: We will analyze data from assessments and progress monitoring notebooks as well as self-reflect to tailor instruction to meet the needs of our Economically Disadvantaged students by implementing purposeful small groups, and engaging lessons that are student-centered with hands-on activities; attending content and data trainings, and collaborating horizontally and vertically. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator
Strategy 3 Details
Strategy 3: Science: We will analyze data and to tailor instruction to meet the needs of our Economically Disadvantaged students by implementing engaging hands-on lessons that follow the five E investigative model, and include visual non-glossaries and interactive word walls. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal, Assistant Principals, PE teacher and para

Strategy 5 Details

Strategy 5: 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: Action Based Learning Lab that will focus on Social/Emotional Learning and before/after school enrichment activities.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Behavior Coaches, ABL teachers, teachers

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: The campus will participate in all campus crisis drills, comply with district policies for safety actions, and implement Project Safety lessons, as well as staff will meet monthly for Safety Committee meetings. Strategy's Expected Result/Impact: Implementing both district and campus expectations for safety will create a secure environment and bring awareness of our safety practices to students, staff and our community. Staff Responsible for Monitoring: Principal, Assistant Principal, Admin. Team Members
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will continue to review matrix expectations (ROARS - Responsible, Ownership, Accepting, Respectful, Safe) daily in morning meetings, Project Safety lessons, counselor guidance lessons and in our Action Based Learning Lab. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Teachers, Assistant Principals, Behavioral Interventionists, Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will have consistent training in restorative discipline practices through monthly staff meetings, behavioral meetings, and a campus-wide behavioral incentive program, including the comprehensive Game On system and training for staff to enhance PBIS. We review our PBIS matrix attributes interactively with students daily during morning announcements and during class Morning Meetings. R-being respectful O-taking ownership A-being accepting R-being responsible S-being safe Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavioral Interventionists, PBIS Committee

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and Paraprofessionals will be recognized each nine weeks at staff meetings which will include attendance certificates and incentives. Attendance will also be part of our Game On Program. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Campus Secretary, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Campus Staff will have the opportunity to attend various trainings that meet their specific learning needs. These trainings include, but are not limited to, Capturing Kids' Hearts, Lead 4Ward, Fundamental 5, district professional development opportunities, as well as additional professional development aligned with our most at-risk populations, such as, TELPAS trainings, HMM, Guided Math, Growth Mindset training, campus subscriptions, Action Based Learning, Schoology, and SIBME. Strategy's Expected Result/Impact: Student achievement will increase by 10% by implementation of strategies gleaned from teacher professional development opportunities. Also, staff will be expected to present the other staff members about their learning when they return. Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 15%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
Records of volunteer service

Strategy 1 Details
Strategy 1: Parent and Family Engagement: The campus will form a parental involvement committee to discuss ideas on how best to engage parents. Events will include school to home success presentations, Literacy and Math Night and a variety of parent involvement events and incentives to encourage parent attendance. Strategy's Expected Result/Impact: Parent and family engagement will increase by 15%. Staff Responsible for Monitoring: Principal, Parent Involvement Committee, Counselors, Assistant Principals

Cypress-Fairbanks Independent School District

Holbrook Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: We will provide planning opportunities for reading teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers in order to improve first instructional practices, and frequent data review to adjust instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, & Principal
Strategy 2 Details
Strategy 2: Math: We will provide planning opportunities for math teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers in order to improve first instructional practices, and frequent data review to adjust instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, & Principal
Strategy 3 Details
Strategy 3: Science: We will provide planning opportunities for science teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers in order to improve first instructional practices, and frequent data review to adjust instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, & Principal

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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:

- 1) Gardening Day
- 2) Choir, Drum Club
- 3) Sports Club (Dierker's Champs)
- 4) Field Trips
- 5) Team Time
- 6) Student Council
- 7) Communication Crew (Announcements)
- 8) Student Leadership Jobs

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors

Strategy 6 Details

Strategy 6: At-Risk: 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.

- 1) Salaries - The class size reduction teachers in 2nd Grade, 3rd Grade, & 5th Grade will assist with meeting our students' goals in all content areas.
- 2) Temporary Workers - Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.
- 3) Library books, Author Visits, & Classroom library - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.
- 4) Professional Development & Consultants - 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.
- 5) Contract Services - Students will have access to relevant, hands-on learning opportunities that support student achievement of instructional targets.
- 6) Instructional Supplies - Instructional supplies will provide additional access to items that promote students' academic growth and achievement.
- 7) Incentives/Reinforcers to increase student motivation to meet target goals (academics, discipline, & attendance)
- 8) Extra Duty Pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.
- 9) Safety & Security - Materials will promote a safe learning environment for students.
- 10) Action Based Lab intervention & materials - Students will have access to relevant, hands-on, sensory, learning opportunities that support student achievement of instructional targets.
- 11) Parent Involvement - We will increase parent involvement through the year with events like Open House, Cougar Palooza, Multi-Cultural Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.
- 12) Substitutes for long range planning and data digs

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, Title 1/Testing Coordinator

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Holbrook will continue having open communication with staff, students, and the Holbrook community on efforts keeping Holbrook a safe community Strategy's Expected Result/Impact: Stakeholders will participate in ensuring Holbrook remains a safe campus for all Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors, PBIS Committee, and Staff Members
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Attendance Intervention Committee

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will implement the following professional development opportunities for staff, students, and community: Code of conduct meetings, Project Safety Lessons, Team Time Meetings, Safety Drills, Capturing Kids' Hearts, Crisis Prevention, Team Time Lessons, and the use of restorative practices. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Holbrook staff will utilize multiple ways of building positive relationships with students such as but not limited to: daily Team Time, class meetings, social contracts, daily social skill lessons, sensory cool down strategies, movement/regroup breaks, and student interest surveys Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, PBIS Committee

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Development of Professional Learning Communities: By the end of the current school year, 100% of staff members will have the opportunity to serve and provide feedback, input, and recognition for the implementation of the campus mission and vision. Additionally, staff members will serve on the committee of their choosing: Leadership, Culture, Academics

Evaluation Data Sources: Formal and Informal Feedback
Committee Participation
Professional Development Opportunities
"Holbrook Big Rocks" - Opportunities for staff members to be involved

Strategy 1 Details
Strategy 1: Professional Development opportunities centered on the Vertical Alignment, Core Values, Building Community, Communication Skills, Leadership Skills, and building instructional capacity. Strategy's Expected Result/Impact: Increased staff retention, involvement, and ownership Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Classroom Coaching Visits (Instructional & Classroom Management)
Lesson Plans

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Professional development activities such as but not limited to Modeling, Team Planning, Classroom Observations, Technology, Content Strategies, and/or video recordings may be utilized to promote teacher and student growth Strategy's Expected Result/Impact: Classroom implementation of professional learning Increased teacher efficacy as evidenced in lesson planning, instruction, and improved student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches
Strategy 2 Details
Strategy 2: High-Quality Professional Development: Frequent opportunities for staff to provide feedback and input regarding the types of professional development needed Strategy's Expected Result/Impact: Improved targeted professional development Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 25%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
Volunteers hours on campus
Parent Involvement on Committees
VIPS Board

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Holbrook will send multiple invitations to parents and community members to be part of Holbrook events. Invitations will be sent in English and Spanish. Multiple methods of communication will be utilized in order to increase parent and family engagement. Communication methods such as Scholastic Network, Remind, School Messenger, Smore Newsletters will be utilized. Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Title 1 Coordinator

Cypress-Fairbanks Independent School District

Holmsley Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will continuously analyze data from formal and informal assessments to ensure student growth of all students and sub populations. Teachers will engage in collaborative planning sessions to design differentiated, and student-centered lesson plans for whole and small groups with a focus on quality first instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers
Strategy 2 Details
Strategy 2: Math: Teachers will focus on small group instruction. They will specifically focus in strategies and vocabulary. Teachers will analyze data, attend professional development, and plan for formative assessments and spiral retrieval practices. Focus on daily practice with Origo Math and ST Math to increase student growth for all students. Teachers will track student growth through district progress monitoring forms and campus monitoring trackers. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist and Teachers
Strategy 3 Details
Strategy 3: Science: Science teachers will emphasize good first instruction towards the academic needs of all students. Retrieval practices and spiral reviews will be incorporated into new TEKS and standards according to district curriculum through formative and summative assessments. Specific activities will target all students to identified areas for growth. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Assistant Principal

Strategy 6 Details

Strategy 6: At-risk 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: We will maintain a monitoring notebook to document individual students' progress.

Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.

Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All the students and teachers will participate in safety drills. In addition the EOP person will continue to review the safety components at least on a monthly basis. Strategy's Expected Result/Impact: 100% of students will know their expectations for an actual emergency/crisis. Staff Responsible for Monitoring: School Safety Liaison
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Safety Liaison

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs and Teachers
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation; such as, guidance lessons and class-meetings. Strategy's Expected Result/Impact: Violent incidents will be less than 2% Staff Responsible for Monitoring: Behavior Interventionist and Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our staff will consistently use PBIS language throughout the day and all areas. Additionally, the Behavior Interventionist will provide resources to staff members to help implement restorative practices. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals, PBIS Leadership Team and Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at least 96.6%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will recognize the staff who has perfect attendance every 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will be at least 96.6%. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Teachers will continue to attend and implement professional development in their content area. Strategy's Expected Result/Impact: This will result in students engaged in high yield strategies for good first instruction. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: The staff will continue to communicate with the parents and offer a variety of events for families to in order to foster a sense of community and inform parents on curriculum and instructional topics (i.e. social and emotional understanding, social events, literacy nights and STREAM nights) Strategy's Expected Result/Impact: Parent and family engagement will increase by 75%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor

Cypress-Fairbanks Independent School District

Hoover Elementary School

2024-2025



Goals

Revised/Approved: October 8, 2024

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: MAP RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: All teachers will be trained in how to implement decodable small groups. Strategy's Expected Result/Impact: Meet or exceed local assessment targets Staff Responsible for Monitoring: Instructional team
Strategy 2 Details
Strategy 2: RLA: All teachers will be trained on how to interpret Mclass and MAP data in a deeper way so the information can be utilized to drive small-group instruction. Strategy's Expected Result/Impact: Meet or exceed local assessment targets Staff Responsible for Monitoring: Instructional Leadership
Strategy 3 Details
Strategy 3: Math: Through intentional and purposeful planning, all teachers will collaborate to better implement the regular use of a variety of manipulatives with fidelity in the math classroom to help students solve mathematical problems and equations. Strategy's Expected Result/Impact: Meet or exceed local assessment targets Staff Responsible for Monitoring: Administration and teachers
Strategy 4 Details
Strategy 4: Math: Students will develop, internalize, and apply strategies to solve problems more efficiently. Strategy's Expected Result/Impact: Meet or exceed local assessment targets Staff Responsible for Monitoring: Administration and teachers

Strategy 5 Details
Strategy 5: Math: All teachers will interpret MAP data at deeper levels to drive small-group instruction. Strategy's Expected Result/Impact: Meet or exceed local assessment targets Staff Responsible for Monitoring: Instructional Leadership
Strategy 6 Details
Strategy 6: Science: Through intentional and purposeful planning, all teachers will collaborate to better implement hands-on science investigations and activities to help develop a conceptual understanding of concepts while building academic vocabulary. Strategy's Expected Result/Impact: Meet or exceed local assessment targets Staff Responsible for Monitoring: Administration and teachers
Strategy 7 Details
Strategy 7: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal and PE Coach
Strategy 8 Details
Strategy 8: 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: House teams, maker space, after-school activities with families (reading/math night), growth mindset focus, field trips, vocabulary and social skills incorporated into announcements, and social-emotional lessons. Educational speakers such as Mother Goose and a Story Teller to support comprehension TEKS for all grade levels. Strategy's Expected Result/Impact: Meet or exceed local assessment targets Staff Responsible for Monitoring: Administration and Teachers
Strategy 9 Details
Strategy 9: At-Risk: Students with an identified area of need based on MAP or district progress monitoring will be provided with additional academic support based on their specific academic needs Strategy's Expected Result/Impact: Meet or exceed local assessment targets Staff Responsible for Monitoring: Principal and Administration
Strategy 10 Details
Strategy 10: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on MAP 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 MAP performance targets. Strategy's Expected Result/Impact: Meet or exceed local assessment targets Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Campus Interventionist

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Conduct weekly safety door checks Strategy's Expected Result/Impact: Ensure all exterior doors are locked and functioning properly Staff Responsible for Monitoring: Campus EOP coordinator
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Campus EOP Representative

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Using Bringing Out the Best SEL curriculum we will teach students the social and emotional skills needed to be successful at school. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: BI's, BOTB coordinator, and administration

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Para Attendance - Plan regular celebrations and recognitions monthly to let teachers know their value at school every day. Strategy's Expected Result/Impact: Increase staff attendance. Staff Responsible for Monitoring: Administration and Teachers

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 95% 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
Strategy 1: High-Quality Professional Development: Social-Emotional, PBIS training, Growth Mindset, HMH, Capturing Kids Hearts, Restorative Circles, ABL. PD plan will be developed and implemented with data gathered from Master Teacher walk-throughs. Strategy's Expected Result/Impact: Teachers will grow in their implementation of these items in their classrooms, working to help close the gaps. Staff Responsible for Monitoring: Principal and AP's
Strategy 2 Details
Strategy 2: High Quality Professional Development: Provide incentives to build buy-in for staff to attend and implement professional development into their instruction with fidelity. Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables Staff Responsible for Monitoring: Administration
Strategy 3 Details
Strategy 3: High-Quality Professional Development: All teaching staff will participate in 6-week coaching cycles utilizing the SIBME platform. Strategy's Expected Result/Impact: Increased teacher awareness, self-reflection, and professional growth. Staff Responsible for Monitoring: Instructional Leadership team

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement opportunities will increase by 3%

Evaluation Data Sources: Invitations to events
Remind communications
Social Media posts
Newsletters

Strategy 1 Details
Strategy 1: Parent and Family Engagement: A campus newsletter in English and Spanish will be shared monthly to help keep parents in the know. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal and Technology Coach
Strategy 2 Details
Strategy 2: Parent and Family Engagement: Provide opportunities for parents to take an active part in their students learning. Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables Staff Responsible for Monitoring: Administration and Teachers
Strategy 3 Details
Strategy 3: Parent and Family Engagement: Provide opportunities for parents to volunteer. Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables Staff Responsible for Monitoring: Administration and Teachers

Cypress-Fairbanks Independent School District

Horne Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details

Strategy 1: RLA: All teachers in all content areas will focus on the development of literacy during first instruction through the consistent implementation of targeted mini-lessons that focus on differentiated instruction. This includes small group reading instruction and reading conferences in the areas of decoding, comprehension, and writing about reading.

The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of the reading goals. The formats for feedback will include, but are not limited to WeClimb focused on the Fundamental Five elements, video coaching through SIBME, Quantum Learning strategies and CF-TESS.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

Strategy 2 Details

Strategy 2: Math: Our teaching staff will improve student performance by strengthening student-centered instruction through differentiated small groups and concurrent small group instruction. Use real-world connections, scaffolded instruction, differentiation, kinesthetic experiences and supports, and vertical alignment to increase student engagement and academic achievement during first instruction.

The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the math goals. The formats for feedback will include but are not limited to, critical writing, We Climb, video coaching through SIBME, Quantum Learning strategies, and CF-TESS.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

Strategy 3 Details

Strategy 3: Science: Our teaching staff will focus on improving overall student scientific understanding and critical thinking by strengthening the implementation of best teaching practices to build relevant cross-curricular and real-world connections. Teachers will use purposeful, hands-on experiences, authentic literature, HMH resources, and visuals to bridge and extend the 3D experiences to 2D to foster higher academic discourse, critical writing, problem-solving, and student engagement.

The instructional leadership team will complete classroom observations and provide specific feedback and instructional coaching on implementing the science goals. The formats for feedback will include but are not limited to, critical writing, We Climb Walks, video coaching through SIBME, Quantum Learning strategies, and CF-TESS.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Testing Coordinator

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Physical education teachers, School Nurse

Strategy 5 Details

Strategy 5: 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 are provided an opportunity to utilize technology in the classroom and technology lab with teacher-led activities and independent/collaborative groups;
- *Students and parents are invited to participate in various family nights including Family Fun Literacy Night, Family STEAM Night and etc.
- *Students along with a parent will have an opportunity to participate in a bi-annual book giveaway to promote their interest in reading.
- *Students will have an opportunity to participate in extended day activities and clubs of personal interest.
- *Students will have an opportunity to participate in extended learning weekend camps for academic and personal growth.
- *Student/parent/teacher opportunity to engage/communicate to build relationships.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Specialists

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: State Compensatory Education (SCE): Throughout the current school year, use the supplemental 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: The campus will implement PBIS and Red Ribbon Week Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Custodians, and Campus Safety Committee.
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Attendance Data

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will implement a variety of behavior intervention strategies to prevent violence including PBIS, Project Safety, social skills lessons, mentoring, and teacher training provided by our Behavior Interventionist and DMC paraprofessional. Strategy's Expected Result/Impact: Violent incidents will continue to be under 1% Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and DMC Paraprofessional.
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionists

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every nine weeks with treats, shout-outs, and other various and random types of acknowledgement. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal and Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers receive High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job-targeted professional development based on identified needs. Teachers will attend Wisdom Wednesdays each month to focus on an element of professional development. Topics will vary based on teacher need.

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Campus will provide all teachers with professional development based on identified needs through modeling, coaching, SIBME feedback and conferencing, Schoology training and coaching, PLCs, and virtual PD opportunities. Strategy's Expected Result/Impact: All staff will strengthen their individual skill set and reduce individual areas of professional weakness. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Technology Coach.

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: The campus will provide a variety of parent events to share information about the campus and strategies for academic support at home. We will advertise those opportunities in English and Spanish using several different methods: letters home, phone calls, school messenger, campus newsletters, and the marquee. Materials for parent nights will be purchased and distributed in advance to the staff and paraprofessionals will be paid for attending parent nights for support and translations. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Technology Coach Title 1 Coordinator, Librarian/PTO Staff Representative

Cypress-Fairbanks Independent School District
Jowell Elementary School
2024-2025

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Utilize planning to ensure teachers are prepared for instruction by taking the following steps: before planning: read over the curriculum, read students' texts, and prepare questions, During planning: share ideas and stay on task. After planning: implement the plan. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional Leadership Team
Strategy 2 Details
Strategy 2: Math: Utilize planning to ensure teachers are prepared for instruction with the content knowledge and by taking the following steps: arrive at planning knowing the what,. During planning: follow the four essential PLC questions, discuss the content, and plan the how with real-world examples. After planning: implement the plan. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional Leadership Team
Strategy 3 Details
Strategy 3: Science: Utilize planning to ensure teachers are prepared for instruction with the content knowledge and by taking the following steps: arrive at planning knowing the what, During planning: begin discussing the content, how to use word walls, and plan the how with real-world examples. After planning: implement the plan and follow the schedule. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional Leadership Team

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Jaguar Leaders, Jowell Ambassadors, Horizons Showcase, House Meetings, Run Club, Spelling Bee, Skate Night, the school garden, school pets, baseball team, PALS, as well as guidance lessons from counselors.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: We will maintain a monitoring notebook to document individual students' progress.

Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.

Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Safety procedures from EOP will be reviewed two times per school year. Strategy's Expected Result/Impact: Increased knowledge and awareness of procedures. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Counselors provide guidance lessons to teach coping skills and emotional regulation including check-ins for students needing extra support, support students in the use of Tipline, and WHO lessons. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Counselors/APs/Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will utilize PBIS rewards to communicate with parents and students regarding behavior. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: AP/BC/Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 95%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized every nine weeks for attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .1%. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based on needs as determined by walk-throughs, fly by's, goal setting, and planning discussions. Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction impacting student progress. LT will increase the coaching and support of teachers resulting in improved instruction. Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Provide meaningful opportunities for parents to interact with staff at Jowell such as Jowell orientation, fall and spring family nights, Jaguar leader lunches, field days, nature trails, donuts with grown ups, sweetheart dance, skate nights, student award assemblies. Strategy's Expected Result/Impact: Increase the number of volunteers by 10% PBIS Rewards will provide an additional method of communication with parents and increase parent involvement Staff Responsible for Monitoring: Principal

Cypress-Fairbanks Independent School District

Keith Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Keith Elementary teachers and support staff will participate in weekly collaborative planning to plan systematic instruction and small groups with targeted sub-pops in mind. Teachers will differentiate instruction in small groups based on their academic needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs and Principal
Strategy 2 Details
Strategy 2: Math: Keith Elementary teachers and support staff will participate in weekly collaborative planning to plan systematic instruction and small groups with targeted sub-pops in mind. Teachers will differentiate instruction in small groups based on their academic needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs and Principal
Strategy 3 Details
Strategy 3: Science: Keith Elementary teachers and support staff will participate in weekly collaborative planning to plan systematic instruction (including vocabulary) and small groups with targeted sub-pops in mind. Teachers will differentiate instruction in small groups based on their academic needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, APs and Principal

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Keith Elementary staff will implement Positive Behavior Interventions and Support (PBIS) through classroom lessons and daily staff-student interactions. Classroom guidance lessons will be implemented regularly to focus on supporting the social and emotional health of our students. Strategy's Expected Result/Impact: Office referrals will be reduced by 5%. Staff Responsible for Monitoring: Teachers, Assistant Principals, PBIS team, and Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Frequent communication will be included in the campus newsletter and other formats in order to raise parent awareness of the importance of student daily attendance. Strategy's Expected Result/Impact: Student attendance rate will meet or exceed 96% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: Student attendance rate will meet or exceed 96% Staff Responsible for Monitoring: Teachers, Counselors, Assistant Principals, Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Teachers and students will participate in classroom guidance lessons to address core essential skills on a monthly basis. Strategy's Expected Result/Impact: Violent incidents will be at 0%. Staff Responsible for Monitoring: Teachers, Counselors, Behavior Interventionist, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will build relationships and use restorative discipline strategies to help students contribute to the positive classroom/school environment. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be recognized for exemplary attendance every nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal, Assistant Principals, AP Secretary, Campus Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Professional development opportunities at Keith for the current school year will be individualized based on teacher needs. Increased opportunities for feedback will be an area of focus. Strategy's Expected Result/Impact: Keith staff will report at 90% or above on the Employee Perception Survey that they "agree" or "strongly agree" professional development opportunities met their needs. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Staff Development liaison

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, each grade level will provide a parent-involvement event to showcase student work.

Evaluation Data Sources: Parent RSVP forms

Strategy 1 Details
Strategy 1: Parent and Family Engagement: In addition to campus-wide advertising for parental involvement events, teachers will also invite parents to these events in their weekly parent emails. Strategy's Expected Result/Impact: Parent and family engagement at academic events will increase by 3%. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Cypress-Fairbanks Independent School District

Kirk Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will deepen their understanding of grade level TEKS, vertical alignment, implications of TEKS and common mistakes during instruction by engaging in a three part planning process comprised of pre-planning, collaborative planning and individual planning. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.
Strategy 2 Details
Strategy 2: RLA: Teachers will implement exit tickets to assess understanding of the learning objective and use the exit ticket data to plan for remediation and acceleration. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers, and Reading Interventionists
Strategy 3 Details
Strategy 3: RLA: Teachers will participate in long term planning sessions to help deepen understanding of grade level TEKS. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches.
Strategy 4 Details
Strategy 4: Math: Teachers will implement exit tickets to assess understanding of the learning objective and use the exit ticket data to plan for remediation and acceleration. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Teachers

Strategy 5 Details

Strategy 5: Math: Teachers will deepen their understanding of grade level TEKS, vertical alignment, implications of TEKS and common mistakes during instruction by engaging in a three part planning process comprised of pre-planning, collaborative planning and individual planning.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.

Strategy 6 Details

Strategy 6: Math: Teachers will participate in long term planning sessions to help deepen understanding of grade level TEKS.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches.

Strategy 7 Details

Strategy 7: Science: Teachers will create hands-on science experiences that engage students and provide opportunities for them to read, think, talk, write and type.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.

Strategy 8 Details

Strategy 8: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 9 Details

Strategy 9: 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 engage in areas of interest that tie to the TEKS during large group classes, library maker space activities, students in the gifted and talented program have the opportunity to participate in DaVinci Day, participate in choir, art club and the opportunity to explore leadership jobs within the classroom and campus.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselor, and Teachers

Strategy 10 Details

Strategy 10: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

With Title one support, Kirk will implement the following measures.

1. Salaries for supplemental staff to assist with meeting student goals in all academic areas.
2. Substitute pay for staff to attend long term planning sessions and staff development in order to improve tier one instruction.
3. Extra duty pay for tutoring and staff development in order to improve tier one instruction.
4. Temporary worker to provide math and reading intervention to assist students in meeting targets listed in CIP.
5. Contracted services to promote hands-on learning opportunities for students.
6. Supplies for teachers and students to assist in meeting learning targets.

Staff Responsible for Monitoring: Principal, Title one coordinator.

Strategy 11 Details

Strategy 11: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

2024 Identification of Schools for Improvement - Comprehensive Support and Improvement: The campus will exit Comprehensive Support and Improvement status in the Closing the Gaps domain by showing growth in multiple areas across the Closing the Gaps Domain.

Evaluation Data Sources: STAAR Data

Strategy 1 Details
Strategy 1: Participate in the CFISD Monitor Schools Program. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement the plan of action based off of the Effective Schools Framework diagnostics. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Attend an Effective Schools Framework professional development session through Region 4. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached data table Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Use WeClimb walkthrough observation data to provide feedback and high leverage actions steps to teachers. Strategy's Expected Result/Impact: Teachers will implement high leverage actions to improve instruction. Staff Responsible for Monitoring: Principal ESF Levers: Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Use student work samples and evidence of learning to make data driven decisions.

Strategy's Expected Result/Impact: Teachers will make data driven decisions to provide purposeful remediation and acceleration to students.

Staff Responsible for Monitoring: Principal. Assistant Principal

ESF Levers:

Lever 5: Effective Instruction

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: We will maintain a monitoring notebook to document individual students' progress.

Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.

Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: The campus will implement the district policies for safety and participate in all required drills as well as safety actions. The campus will implement the district character education lessons, with PBIS to support the safety of the staff and students. Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance. The campus will purchase additional radios to ensure each member involved in the safety drills is able to communicate. Staff Responsible for Monitoring: Front desk, Behavior Interventionist, Counselor, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of EOP safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will provide staff development on utilizing strategies through PBIS, the CFISD character education lessons; along with staff development on working with children with special needs. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal, Behavior Interventionist, Counselor, Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will provide staff development on utilizing strategies through PBIS, the CFISD character education lessons; along with staff development on working with children with special needs. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/ Paraprofessional Attendance: The campus will share the campus data for each month's attendance for staff for awareness. We will recognize staff efforts and provide continual encouragement to help ease the stress that can cause absences. Strategy's Expected Result/Impact: Teacher/ paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal, Campus Secretary, Assistant Principals
Strategy 2 Details
Strategy 2: Implement our Kirk Can Culture plan in order to increase staff retention and attendance. Strategy's Expected Result/Impact: Staff retention and attendance will increase.

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development. Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: The campus will offer opportunities for the parents to feel more comfortable in the school setting through a variety of events such as: Meet The Teacher, Open House Night, and Curriculum Based Family Nights. In addition, parents will be invited to participate in developing our family engagement contract, book fair, Volunteer Appreciation Luncheon, and field days. Materials will be purchased for Family Night for families to create projects together that will allow students to use that knowledge to build schema to support reading texts/books, science skills, and math practice. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, Counselor, Assistant Principals, Family & Community Engagement Coordinator

Cypress-Fairbanks Independent School District

Lamkin Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details

Strategy 1: RLA:

- For 2024-25 instruction focusing on text structures across genres and determining author's purpose will be a priority.
- Teacher's will model using a vertically aligned annotating format to take notes while analyzing texts across genres through a gradual release model.
- Teachers will continue using our vertically aligned ECR structure and conferring with students to improve written responses to prompts of reading passages.
- Teachers will use student data from progress monitoring to make informed instructional decisions and identify areas to re-teach.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Primary Instructional Specialist, ELAR Instructional Specialist, Reading Enrichment Teachers, Assistant Principals and Principal

Strategy 2 Details

Strategy 2: Math:

- For 2024-25 strengthening math fluency (estimating, facts, rounding, problem solving) will be a priority.
- Teachers will utilize small group instruction, student discourse, and number talks using the CFISD thinking process.
- Teachers will use student data from progress monitoring to make informed instructional decisions and identify areas to re-teach.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Math Instructional Specialist, Math Content Specialist/Coach, Assistant Principals and Principal

Strategy 3 Details

Strategy 3: Science:

-For 2024-25, incorporating opportunities for writing (including science and non-science vocabulary) and ensuring that hands-on activities are included in lesson delivery will be a priority.

-Teachers will utilize the CER process when writing in science with a focus on vocabulary instruction.

-Teachers will ensure that students have opportunities in science to participate in experiential learning.

-Teachers will use student data from progress monitoring to make informed instructional decisions and identify areas to re-teach.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Science Instructional Specialist, Math/Sci Coach, Assistant Principals and Principal

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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:

-PBIS Store

-Bring someone special to Lamkin night (book fair, musical performances)

-Safari Night (book fair, art show, take home learning activities)

-PTO family events- Fall Festival and Sweetheart Dance

-Earn self-manager badge

-Art Enthusiasts

-Choir (4th and 5th)

-Spelling Bee

-STEM lessons in art class

-Principal Advisory Committee (teacher nominated students in 4th and 5th grade)

-Student council

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Administration, Teachers

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Title 1 Spending:

(1) Salaries- This year, we are funding:

- a. 2 full time behavior coaches
- b. 1 full time testing coordinator/504 coordinator/parent involvement liaison
- c. 1 full time para to support in art with STEM activities and to provide language support with EB students

(2) Online PD/Instructional Resources for Capturing Kid's Hearts- CKH on-line resources will assist teachers in class meetings and character education.

(3) Supplies, materials, subscriptions and consumables will allow students to participate fully in : science experiments, art, PE, music, writing, reading, dramatic play and math. Supplies will include manipulatives, books, materials to support visuals.

(4) Teacher Extra Duty Pay-

After school tutoring and/or Saturday learning opportunities will allow for additional instruction for at-risk students and to help students move from DNM to approaches and approaches to meets/masters.

(5) PAFE- snacks, learning materials and supplies will be provided in order to enhance the school/home connection.

(6) Snacks will be provided for after school tutoring.

Staff Responsible for Monitoring: Principal, Assistant Principals, Secretary, Instructional Specialists

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All Lamkin staff were trained on safety protocols in August PD and throughout the school year. All Lamkin staff and students will work to develop strong relationships with each other and our community through the implementation of PBIS, Capturing Kids Hearts and BOTB lessons. Strategy's Expected Result/Impact: Students will be safe at school and feel secure to seek assistance from a trusted adult in times of need. Staff Responsible for Monitoring: Teachers, Counselors, Lamkin Leadership Team
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Lamkin will: - recognize weekly the grade levels with 95% attendance on the announcements and add a visual to the bulletin board that is tracking. The grade level with the most weeks at 95%+ at the end of the 8 week time frame will earn a grade level experience or prize. -announce HR classes with 100% daily attendance each day on the announcements. -implement a systematic plan in place for reaching out to parents of students with poor attendance and tracking the communication. - communicating with families via newsletter, social media platforms, and School Messenger about the importance of good attendance and compulsory attendance elements. -recognize students at the end of a marking period for good attendance through a certificate. -have a drawing for a student to win a donated bike from Cypress Methodist Church at the end of each 9 weeks. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors and Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) - recognize weekly the top three grade levels on the announcements -identify the homeroom class on each grade level that has the highest attendance per 9 weeks -systematic plan in place for reaching out to parents of students with poor attendance - communicating with families via newsletter, social media platforms, and School Messenger about the importance of good attendance -recognize students at the end of a marking period for good attendance Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors and Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The PBIS/CKH teams will provide PD to all campus staff with strategies to prevent violence in the classroom and in less restricted areas. Lessons will be taught in the classrooms and by the counselors. Topics will include: -character traits from BOTB and CKH (ex: self direct, respect, empathy) -how to be a good friend -violence prevention -de-escalation and controlling anger -anti-bullying strategies and how to just say no and stand up for the bystander -see something/say something Strategy's Expected Result/Impact: Violent Incidents will remain at 0% Staff Responsible for Monitoring: Teachers, Behavior Interventionists, Assistant Principal, Principal, Counselors

Strategy 2 Details

Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.

Lamkin will implement a variety of strategies and programs to support a safe environment.

- Staff will have PD sessions to better understand the cultural, economic, emotional, and social differences between students and better relate to behavioral challenges through restorative discipline, CKH and PBIS practices.
- Students, staff, and community will be aware of the Cy-Fair Tipline and understand how to use it.
- Code of Conduct talks are held within the first 2 weeks of school and again in the spring semester.
- Use of reset room, lunch bunch groups, ABL room
- Students in grades 3-5 who are new, meet with APs and Principals to meet and discuss expectations at Lamkin
- Implement and present monthly Project Safety lessons covering bullying, suicide, social media, etc.
- Conduct bi-monthly meetings with admin and BIs to target needs, conduct data review referral practices and numbers.
- Guidance lessons (led by counselors)
- Positive opportunities for students- earning/spending SPOTS
- Earning a self manager badge

Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.

Staff Responsible for Monitoring: Teachers, Behavior Interventionists, Assistant Principals, Counselors, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/Paraprofessional attendance will increase by 2% through attendance encouragement. Monthly data shared in staff newsletter broken down by teaching staff/para staff with number of absences and sub fill rate information. Recognition of staff who have 95%+ monthly attendance. Discussion will include the benefits of accumulating days for emergencies. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Secretary, Assistant Principals and Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Teachers will have multiple opportunities to participate in targeted and specific professional development in specific areas of campus/classroom need. Campus based opportunities will be provided during August PD week, weekly planning sessions with instructional specialists, content coaches and behavior interventionists based on Lamkin specific needs. Lamkin is continuing to utilize the Capturing Kids Hearts program. CFPGS and district level content groups provide multiple opportunities for staff development hours to be earned outside of school hours. These opportunities are encouraged to meet specific needs. CTE and DTE hours will be earned for designated days. Strategy's Expected Result/Impact: Teachers will implement campus specific strategies into their daily lesson planning and implementation. Student achievement will increase and a reduction in student behavior that impacts the learning environment and students will occur. Staff Responsible for Monitoring: Instructional Specialists, Coaches, Assistant Principals, Counselors and Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, the level of parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Lamkin will continue to provide multiple opportunities for all parents to increase the capacity for involvement in their child's education. We plan to increase face to face events and allow for virtual meetings for parents if their schedule requires. -The staff will host a meet the teacher event in August. -In September, Lamkin will host two open house evening events. -Lamkin will host 2 evening book fair events in November and March. The event in the fall will be called "Bring Someone Special to Lamkin" and will also include grade level musical performances and art activities. At the book fair in March, grade level teachers will also be present to ways to help and strengthen the home-school connection, and there will be an art show. -Lamkin will encourage parent readers. -Lamkin will continue the Watchdog Program. -In February, parents of students in grades 3, 4 and 5 will be invited to attend a Parent Academy- STAAR edition to learn about testing. -Parents will be allowed to come to lunch with their child beginning in September on Tue, Wed and Thur. -Lamkin PTO will host 2 large events- Fall Festival in October and the Sweetheart Dance in February. -To assist in the library, parents will be recruited to volunteer to help shelve books. To ensure communication- we will use Smore to communicate monthly, use of REMIND from teachers and school, School Messenger, school marquee, Lamkin website, and teacher emails. Strategy's Expected Result/Impact: Parent and family engagement will increase. We hope to increase parent participation at events by 10%. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Caches, Assistant Principals, Principal

Cypress-Fairbanks Independent School District

Lee Elementary School

2024-2025



Goals

Revised/Approved: September 30, 2024

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Provide professional development, vertical planning opportunities, collaborative planning times and materials to increase growth and provide differentiation in target students through small group instruction and data collection. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers
Strategy 2 Details
Strategy 2: Math: Provide professional development to improve the use of manipulatives, foundational knowledge, fluency, planning and strategies that are applicable to targeted student groups. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers
Strategy 3 Details
Strategy 3: Science: Provide professional development and vertical collaborative opportunities to increase student growth in the application of hands on experiences, differentiation, and purposeful intervention which will focus on our targeted populations. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness.

Staff Responsible for Monitoring: Principal, Nurse, Counselors, Physical Education Teachers

Strategy 5 Details

Strategy 5: 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: Genius Lab Time, Field Trips, Family Nights, Clubs, and Student Council.

Strategy's Expected Result/Impact: Genius Lab Time: students can receive necessary intervention and enrichment in a small group setting.

Field Trips: students will engage in field trips to enrich their educational experiences.

Family Nights: families will engage in curriculum family nights to better strengthen the home and school partnership.

Clubs: students can participate in Destination Imagination (DI), Advanced Choir, Art Club, and Jogging Club to enhance their academic experience.

Student Council: upper elementary students may join in order to better the school, as well as grow and develop leadership skills.

The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, PEAM Teachers, Teachers

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

1. Substitutes for the following: extended planning, professional development, support for assessments, additional support for student events.
2. Staff members will provide extra duty time through after school tutorials, professional development, vertical plannings, and data analysis meetings to best drive instruction and increase student growth.
3. Temporary workers for additional support to increase student academic success and growth.
4. Instructional supplies such as paper, anchor charts, folders, binders, journals, markers, sticky notes, printer ink, etc. for staff and students to utilize for strategies and practices that increase student academic success.
5. Professional development registration, books and/or webinars to increase staff knowledge of curriculum content, student behavior, working with at-risk students, children of poverty, enrichment for a gifted student, working with special needs students, coaching and planning with SIBME, etc.
6. Consumable materials needed to support math, science, and literacy activities for all students to participate in hands-on learning to increase student achievement.
7. Books, stickers, pens/pencils, and other items to serve as reinforcers for students to increase learning, increase behavior and increase academic success.
8. Class Size Reduction teachers and additional paraprofessional positions to assist in the larger populated classrooms.
9. Funds for student scholarships and consumable materials for summer enrichment.
10. Snacks provided to students during tutorials and assessments.
11. Technology and resources for classroom instruction to be utilized by teachers and students.
12. Funds for bus transportation for tutorials after school.
13. Funds for bus transportation for field trips to increase real-world experiences that are specifically tied to grade level content TEKS.
14. Funds to provide books for the library, specifically for our ECSE student population.
15. Funds to provide enrichment for students through subject area consultants, as well as author visits to promote literacy.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Title 1 Coordinator

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: The campus will implement the district policies for safety, as well as implement PBIS Rewards, Capturing Kids Hearts, HUGS buddies, Bringing Out the Best, Everyday Speech, guidance lessons, counselor groups, and student mentoring program. Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Front Desk Personnel
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, EOP Representative

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate by forming an attendance committee, contacting parents of students who are absent for more than 2 consecutive days, displaying attendance for each grade level on campus, communicating attendance percentages through campus newsletters, and providing incentives each nine weeks for students whose attendance is 95% or higher. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will continue to implement a variety of strategies and programs to create a safe learning environment for all students including, but not limited to PBIS, Capturing Kids Hearts, Bringing Out the Best, Counseling Lessons, HUGS Buddies, Quantum Learning, Everyday Speech, and specific behavior coaching. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment for all students including, but not limited to PBIS Rewards, HUGS Buddies, Bringing Out the Best, Capturing Kids Hearts, Counseling Lessons, Quantum Learning, Everyday Speech and specific behavior coaching. Students, staff and community will be aware of the Cy-Fair Tip line and understand how to use it. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Coach, Instructional Specialists, Counselors, Teachers, PBIS Team

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every marking period with various types of acknowledgement. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Principal Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: The campus will provide a variety of professional development opportunities that are targeted and specific to the needs of the staff through PLCs. These include, but are not limited to: Curriculum Websites (ie. Schoology, Google Drive, Performance Matters), Technology Training (ie. lightspeed, student devices, promethean panels), MAP Growth, Math Manipulative Use, Behavior Intervention Strategies, Small Group, Book Studies, and others as the need is identified. Strategy's Expected Result/Impact: The expectation is that all staff will have opportunities to strengthen their individual skill set and reduce individual areas of professional weakness. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Teachers

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: The campus will provide a variety of parent events to share information about the campus and strategies for academic support at home. We will advertise those opportunities in English, Spanish and Vietnamese, in several different methods: newsletters, school messenger, social media, text messages, remind, and the marquee. Materials for these parent nights will be purchased and provided to the parents at no cost, child care will be provided by paraprofessionals for all events necessary, and translation services and support will also be provided by the campus. Strategy's Expected Result/Impact: Parent and family engagement will continue to increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers
Strategy 2 Details
Strategy 2: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement opportunities including, but not limited to: Daily Teacher Conference Times - available year round with appointment VIPS Opportunities monthly Lunch Visitors - PK - Thursdays; K-5 - Fridays August: Meet the Teacher Nights September: Parent Night/Curriculum Nights, Title 1 Parent Meetings October: Family Fitness Night, Music Program, 2nd grade field trip November: Veterans Celebration, Family Math Night, 4th and 5th grade field trips December: Spelling Bee, Holiday Program, Holiday Celebrations January: Family Literacy Night, 1st grade field trip February: Music Program, Father Daughter Night March: Field Days, Go Texan Day, Family Science Night, kinder field trip April: Mother Son Night, 3rd grade field trip May: VIPS luncheon, Music Program, Kinder Celebration, 5th Grade Celebration Strategy's Expected Result/Impact: Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Title 1 Coordinator, Teachers

Cypress-Fairbanks Independent School District

Lieder Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: In 2024-2025 our ELARteam will close achievement gaps by planning differentiated instruction, including scaffolds, sentence stems, best practices, student discourse, and implementing targeted small group to support the diverse needs of all students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, ISs, APs
Strategy 2 Details
Strategy 2: In 2024-2025, our Primary ELAR team will use explicit instruction to teach Phonemic Awareness from August 2024 to May 2025 using Heggerty & HMH with fidelity & plan with clear and concise detail. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, ISs, APs
Strategy 3 Details
Strategy 3: Math: In 2024-2025 our math team will plan intentionally to focus on TEKS mastery from August to May by monitoring progress through district and campus assessments to inform small group instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, ISs, APs

Strategy 4 Details

Strategy 4: In 2024-2025 our Primary Math team will use data to plan purposeful lessons and be intentional from BOY to EOY by coming to planning prepared, collaborating, and data tracking.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, ISs, APs

Strategy 5 Details

Strategy 5: Science: In 2024-2025 our science team will intentionally plan and prepare to develop TEKS knowledge from August to May by collaborating, modeling lessons, and aligning TEKS during weekly planning based on formative and summative assessment data.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, ISs, APs

Strategy 6 Details

Strategy 6: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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: Leader in Me character education and leadership development program, Student Council, after school clubs, football, baseball & cheer teams, opportunities to participate in the Superintendent Fun Run with our Lieder Fun Run Club, field trips for each grade level, and provide service projects to our community.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, Lighthouse Team

Strategy 8 Details

Strategy 8: At-Risk: 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. Progress will be monitored each 9 weeks through achievement meetings for grades K-5.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will preteach and reteach drill expectations using daily morning meetings. Strategy's Expected Result/Impact: Students will be prepared for drill expectations. Staff Responsible for Monitoring: Behavior Interventionist, Teachers
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal
Strategy 3 Details
Strategy 3: We will provide a learning environment conducive to learning through research based flexible seating arrangements in common areas throughout the building. Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Librarian, campus secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance system that celebrates our attendance weekly to celebrate incremental growth toward a 95% overall attendance rate through our schoolwide Wildly Important Goal by monitoring weekly monitoring & celebrating growth towards our goal. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences), tardies and students chronically leaving early from school. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue to proactively teach social skills, coping techniques, and self management strategies in the classroom and in small groups, as well as providing guidance lessons monthly with the counselors in each classroom. Strategy's Expected Result/Impact: Violent Incidents will continue to be 0%. Staff Responsible for Monitoring: Counselors, Teachers
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. We will explicitly teach social skill lessons through guidance with counselors, CORE essential lessons, daily social skill lessons, schoolwide Leader in Me implementation, our Action Learning Lab, use of flexible furniture and seating arrangements, and with PBIS strategies and celebrations. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Counselors, Behavior Interventionist, Teachers, Paraprofessionals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We have have a teacher appreciation event or celebration for all staff each marking period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal, Principal Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on self-identified goals and administrative feedback.

Evaluation Data Sources: Classroom implementation of professional learning
WeClimb classroom observations
Sibme video reflections and reports
Walk-throughs
Lesson Plans

Strategy 1 Details
Strategy 1: High-Quality Professional Development: All staff will be trained by attending Conferences, Stephen Covey's 7 Habits, Four Disciplines of Execution and sustaining our Leader in Me Lighthouse school status. Strategy's Expected Result/Impact: Staff will implement Leader in Me by teaching the 7 Habits and celebrating wildly important goals with their students. Staff Responsible for Monitoring: Leader in Me Lighthouse Leadership Team

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 3% through, family events, Watch Dog Dads, spirit nights, family nights, Spring festival, game days, community day, Scholastic network communication, social media presence and parent-teacher conferences.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will offer multiple avenues for parent and community involvement through events with snacks provided at least twice a semester on campus, provide a monthly campus newsletter, as well as publish a weekly grade-level newsletter. Send student books home for families to read together. Strategy's Expected Result/Impact: Lieder's parent and family involvement will increase by 5% based on attendance at family events such as Donuts with Grown Ups, Book Fair Family Night, Track or Treat, Winter Wonderland, reading together and Community Days. Staff Responsible for Monitoring: Instructional Specialists, Librarian, Behavior Interventionist, Leader in me Lighthouse Team Members

Cypress-Fairbanks Independent School District

Lowery Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Using individual student data, teachers will intentionally plan and carry out daily small group instruction focusing on foundational skills as measured by lesson plans and monitoring notebooks. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math: Based on individual student data, teachers will plan deliver small group instruction to address gaps in basic math skills as measured by lesson plans and monitoring notebooks. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Science: Students will apply the new structure for writing constructed responses to answer questions in science on daily work and exams. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: such as Lowery's GT Showcase and vertical GT Showcase, Student Council, Principal's Advisory Committee, Choir, student mentoring, technology showcase, makerspace, STEAM nights, Destination Imagination Team, field trips, grade level programs and art showcases.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact

Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below:

1. Salaries - The class-size reduction reading teacher in 5th grade will assist in lowering the student to teacher ratio assisting in meeting our students' goals in all content areas. The additional paraprofessional will be trained in tutoring and behavior strategies for specific grade level content to provide push in instruction and the additional part time reading interventionist will work with struggling students.

2. Salaries- Two paraprofessionals will provide additional support in the classrooms such as tutoring, monitoring for small groups and additional behavioral support.

2. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.

3. High quality supplies increase connections and learning of teachers and administrators.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals, Teachers

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Discuss safety concerns through staff table talks and implement necessary procedural changes learned through practice drills and requested by CFISD to ensure student safety. Strategy's Expected Result/Impact: Monitor arrival and dismissal, make and monitor adjustments to student traffic flow, classroom design with Fire Marshal guidelines and monitor and enforce campus visitor policy Staff Responsible for Monitoring: Principal, Assistant Principal, campus staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) such as calling parents after the third consecutive absence, sending home letters, monitoring student absence weekly, providing perfect attendance awards each 9 weeks and implementing additional strategies if our targets are not met. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will teach and reinforce Bringing Out the Best lessons in combination with additional lessons/interventions as needed by specific students, with additional learning opportunities for students new to Lowery. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on Positive behavior supports and restorative practices and will be encouraged to use those strategies in order to proactively help students contribute to the positive classroom/school environment. Staff will model, role play, provide choices, and conference with students in order to teach students to disagree appropriately with peers and adults, accept consequences, and deal with varying social situations without engaging in physical contact or classroom disruption. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 24-25 school year, when staff need to be absent, a plan will be provided to continue to provide high quality instruction and supervision 100% of the time.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: All staff will be held accountable for their attendance through open communication, conversations, campus procedures for personal days, evaluations and planning and preparing for absences to provide high quality instruction and supervision 100% of the time. Likewise, staff with perfect attendance will be celebrated at the end of each 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal and Assistant Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Yearly, up to five teachers have an opportunity to attend Capturing Kids' Hearts and campus driven professional development. Staff are encouraged to collaborate regularly, sharing effective strategies and practices. Staff are also encouraged to provide quick PD at staff seminars, after school and during plannings. Input will be collected at least twice during the school year on needed campus specific PD. Strategy's Expected Result/Impact: Capturing Kids' Hearts focuses on building strong relationships as well as learning to look at student behavior with the function of behavior lens. The result is a positive school and classroom culture where children feel connected, take academic risks and learn from their mistakes. Campus Driven PD spotlights staff who showcase strategies, ideas, instructional practices and classroom management strategies to improve lessons and class culture. Gather staff input once per semester, at minimum, on campus specific professional development needs. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase, as measured by parent conferences and attendance at parent events. For schoolwide events, our goal is for 45% of our families to participate, which is a 12% increase.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Lowery will provide opportunities for families to share and provide input through QR code, general PTO meetings, Coffee with the Principal, Parent Advisory Committee, PTO Board Meetings, Title 1 Surveys and campus generated survey. Strategy's Expected Result/Impact: Lowery will see an increase in parent communication with teachers (conferences), increase in volunteers and an increase in attendance at parent nights. Staff Responsible for Monitoring: All staff

Cypress-Fairbanks Independent School District

Matzke Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details

Strategy 1: RLA: Teachers will have focused planning time each week to discuss best practices and model lessons for the upcoming weeks. Teachers will differentiate instruction in small groups based on their academic needs. Reading Interventionist and Reading Instructional Specialist will pull out/push in with small groups of students based on academic needs.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team

Strategy 2 Details

Strategy 2: Math: Teachers will have focused planning time each week to discuss best practices and model lessons for the upcoming weeks. Teachers will differentiate instruction in small groups based on their academic needs and reteach to fill in gaps during Closing the Gap. Math Interventionist and Math Instructional Specialist will pull out/push in with small groups of students based on academic needs.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team

Strategy 3 Details

Strategy 3: Science: Teachers will have focused planning time each week to discuss best practices for Science lessons and carry out lesson plans as written. Students will have hands-on experiences as often as possible

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Activities during Closing the Gap.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Salaries: Classroom reduction teachers will be utilized in grades 4th and 5th to reduce the class sizes so that teachers are able to give more individualized instruction to students. This will allow for optimized instruction which will ensure students are making progress. An additional Behavior Interventionist will provide social-emotional lessons and work to keep students in class as much as possible. A Science Instructional Specialist will assist and support teachers in ensuring that effective and hands on instruction is taking place in our Science classrooms.

Temporary Worker: Interventionists will work with small groups of students to support, reteach and build upon skills in order to close the gap from missed instruction.

Contracted Services: We will bring in hands on experiences and opportunities for Science Lessons which will help our younger learners understand and retain the information as they progress through school.

Instructional Supplies: Classroom materials such as paper, sticky notes, pens, dry erase markers, etc will help maintain an ideal learning environment and will allow staff and students to have the instructional materials they need to be successful. We will also purchase licenses to online learning platforms which help support and enrich our students learning on individual levels, and we will subscribe to reading materials.

Parent and Family Engagement: We will support student achievement through enhanced communications with parents, including via electronic newsletter.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Our Bringing Out the Best Character Education and anti-bullying lessons will be taught monthly and students demonstrating that trait will be recognized. These lessons are in conjunction with our guidance lessons taught by our counselors. Strategy's Expected Result/Impact: Decreased number of office referrals and reports of bullying. Staff Responsible for Monitoring: Teachers and administrators
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire (monthly 9 total), Evacuate non-fire (Fall 1), Lockdown (Yearly 2), Secure (Yearly 1), Shelter Weather (Yearly 1), and Shelter Hazmat (Yearly 1) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Administration

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use PBIS Lessons and class meetings to teach skills and expectations. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Teachers and Administrators
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Less than 10% of our student population will receive an office referral during the school year with the rate of recurrence for those students receiving and office referral being less than 5%. We will use PBIS Lessons and daily class meetings (Wildcat Welcome) to teach skills and expectations. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers and administration

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/paraprofessional attendance will increase by 1%. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Administration

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Campus Book Studies, ASCD PD and district offered PD. Strategy's Expected Result/Impact: Teachers will grow as professionals and increase their craft. Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Specialists

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: The school will provide ample opportunities for family engagement and will continue to provide frequent communication about events at school. (Social media: Twitter, Facebook, and Instagram as well as a monthly newsletter to families.) Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Administration and teachers
Strategy 2 Details
Strategy 2: We will implement Big Cat on Campus which provides opportunities for our parents/caretakers to volunteer for a few hours during the school day. Strategy's Expected Result/Impact: Parent and Family Engagement will increase by 5%/ Staff Responsible for Monitoring: Counselors

Cypress-Fairbanks Independent School District

McFee Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will use data to deliver content and drive small-group instruction. Teachers will differentiate instruction when meeting with small groups of students. Teachers will provide cross-curricular text opportunities. Teachers will use MAP, mClass, and DPM data to determine needs and develop targeted plans for each student. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 3 days a week. The teachers and interventionists will meet with small groups of students at the same time. Students who are not meeting in a small group will be practicing skills learned. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will confer with individual students to support them in creating and meeting academic goals. Teachers will implement a Common Board Configuration (including vocabulary and the definition of skill and objective) word wall. Teachers will provide opportunities for students to practice on the testing platform. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff
Strategy 2 Details
Strategy 2: Math: Teachers will differentiate in the classroom by analyzing data and providing structured small-group instruction. Teachers must spiral in previously taught TEKS. Teachers must provide targeted, differentiated small-group instruction with stations a minimum of 3 days a week. Teachers will confer with individual students to support them in creating and meeting academic goals. Teachers will use MAP, checkpoints, and DPM data to determine needs and develop targeted plans for each student. Interventionists will follow a schedule to meet with small groups in the classroom setting. The teachers and interventionists will meet with small groups of students at the same time. Students who are not meeting in a small group will be practicing skills learned. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will provide opportunities for students to practice on the testing platform. Fact fluency is the foundational skill that is needed for students to build higher-order math questions. Ratio Tables will be incorporated at least 1 time per week to help with multiplying whole numbers and decimals. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff

Strategy 3 Details

Strategy 3: Science: Teachers will be purposeful in planning to incorporate ESL strategies in lessons. Provide more opportunities for reading and critical writing in science. Provide hands-on and virtual experiences to allow students to connect and engage with vocabulary. Teachers will implement an interactive word wall. Powerwalks will be used to ensure instruction follows district curriculum, allotted time, and expectations. Looking to replace long-term substitute teachers with certified, highly-qualified teachers. Teachers must incorporate the creation of anchor charts during first-time instruction, and display anchor charts in the classroom for student reference. Teachers will use MAP and Unit test (3rd-5th) data to determine needs and develop targeted plans for each student. Teachers must spiral in previously taught TEKS. Teachers will confer with individual students to support them in creating and meeting academic goals. Ready to Grow Gardens will accompany learning and provide hands-on experiences for students. Teachers will provide opportunities for students to practice on the testing platform.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, BI, Teaching Staff

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness-related events at the campus and district levels. There will be a total of 3 fitness-related activities throughout the school year.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal, APs, ISs, BI

Strategy 5 Details

Strategy 5: 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: Student Council, Student Ambassadors, Bi-Weekly Read Alouds with Librarian, STAAR Night, Meet the Teacher, Open House, Book Fair, Digital Citizen, College Week, Academic Night, Multicultural awareness, Winter Wonderland, Spring Fling, Hispanic Heritage Dinner, grade level performances, Black History month activities, grandparents day, Spelling Bee, PreK Graduation, 5th Grade Recognition, Grade Level award ceremonies, Leader of the Pack, Talent Show, Game On Pep Rallies, and Eggstravanganza.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty phonemic awareness lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the Reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the Reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the Reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
Strategy 2 Details
Strategy 2: Foundational TKS will be taught daily utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented. The Safety Task Force Rep for the campus will continue to monitor/review the EOP regularly to ensure drills are executed with fidelity and practiced on a regular basis. For the safety of the campus, walkie-talkies will be used by the leadership team and one outside for recess. For the safety of the campus, the leadership team will use walkie-talkies (including added quantities of radios, as needed) both indoors and outdoors to ensure constant communication in case of emergency.

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

Strategy 1 Details
Strategy 1: Campus Safety: Students, staff, and the community will be aware of Cy-Fair Tipline and understand its purpose and how to use it. Teachers will review the Student Code of Conduct with students during the first two weeks of school. Strategy's Expected Result/Impact: Increase instructional classroom time by decreasing instructional interruptions. Complete mandatory drills. Student/Staff/Campus are knowledgeable of COVID-19 Lead Safely procedures, protocols, and guidelines and implements them with fidelity. Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principal, Principal, Teachers.
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) for students. Every 9 weeks, students who have perfect attendance will be entered into a raffle to win a bike provided by VIPS committee. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Regularly scheduled "T-Time" occurs in the first 15 minutes with students and their homeroom teacher. Social-Emotional Learning & Building students' character are the primary goals of learning. Using lessons from the counselors and Bringing out the best curriculum. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. McFee will implement strategies learned from the Comprehensive Coordinated Early Intervening Services program offered by Student Services and Special Education Department. Students with significant behavioral difficulties will be monitored closely by our Behavioral Interventionists and AP's. Will tailor Individualized Social Skill lessons to target individual student goals. Daily structured check-ins, restorative practice, student incentives, and CPI Verbal Intervention Training for staff members new to McFee in the current school year. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: BI, Teachers, AP's, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 97.5%. Teachers will be given McFee Cash to buy items or incentives and placed in a raffle to win gift card prizes.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Every 9 weeks, motivate staff to be at school by celebrating attendance with prizes and treats for teachers with 3 or fewer cumulative absences. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal/AP's/Campus Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 50% or more of teachers will receive job targeted professional development based on identified needs including data. Will identify needs based in part of Admin spending up to 4 hours per day in the instructional classrooms, conducting walk-throughs, reviewing monitoring notebooks, sit in on weekly plannings and review lesson plans to ensure the TEKS are aligned and content delivery is Skilled or Above in Domains I, II, III.

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based on needs determined by surveyed staff and student academic achievement. Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction, impacting student progress. Staff Responsible for Monitoring: Principal, Instructional Specialists, APs

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 25%. Parent involvement will increase by providing resources in real-time via a grade-level newsletter or remind 101. The implementation of our VIPS board will help increase our parent involvement. With the assistance of the VIPS, McFee will have room parents.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: The Events Committee comprises teacher representatives from each grade level and AP, IS, and paras. The purpose is to strategize ways to welcome parents and the surrounding community back on campus for academic enrichment engagement activities in ELAR, Math, Science, & Technology, and also provide opportunities for families to interact with staff for the current school year. Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. PBIS Rewards/Data will provide an additional method of communication with parents. Staff Responsible for Monitoring: Events Committee Principal
Strategy 2 Details
Strategy 2: Communication with parents will be timely and distributed in a variety of ways. Digital newsletter (Wolf News), school messenger, flyers, remind 101, and Thursday folders will be used to deliver information. Strategy's Expected Result/Impact: Tracking parent involvement by the number of clicks on the newsletters, volunteers for Parent Pack Leaders, VIPS sign ups for various activities around the campus, and sign-in sheets for conferences, academic nights, open house, and other after-school events. Staff Responsible for Monitoring: Principal, Counselors, AP Secretary, IS's

Cypress-Fairbanks Independent School District

McGown Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: Reading/LA: We will participate in content area planning sessions, focusing on the implementation and integration of the new ELAR curriculum and alignment with new learning from the Science of Teaching Reading academy. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Reading/LA: PLC groups are engaging in data-based discussions for instructional alignment across grade levels, with an emphasis on improving writing skills necessary for short constructed responses in both RLA and science. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 3 Details
Strategy 3: Math: We will participate in content area planning sessions, focusing on the implementation and integration of number talks, hands-on activities designed with a progression from concrete to abstract, and prioritizing the use of STMath for individualized and targeted practice. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal

Strategy 4 Details

Strategy 4: Science: We will participate in content area planning sessions, focusing on the implementation and integration of interactive word walls, differentiated small group instruction, student-led science experimentation, and direct instruction and practice of the differences in short constructed responses in science versus short constructed responses in Reading/Language Arts.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences): 1. The principal released a parent video in August explaining the importance of daily attendance. 2. Grade levels with the highest percentage of days present each week will be announced on Mondays during morning announcements. 3. Posters in the cafeteria reflect grade levels in first and second place each week with highest attendance percentages. 4. Spotted Owl Attendance incentives- the grade level with the highest attendance will participate in the quarterly attendance incentive (i.e. popcorn party, limbo party, pajama day, popsicle recess, etc.) 5. Spotted Owl Awards- We will be honoring students with exemplary attendance (combination of tardies, early releases, and actual absences). Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. - Our PBIS Leadership team will facilitate different schoolwide events and contests to help keep our campus safe, such as the Golden Owl Safety Challenge and Door Heroes (exterior doors, dismissal procedures, cafeteria safety, etc.). We will partner with Bridgeland and Cypress Ranch High School to include the PALS program, providing high school student mentors for some of our At-Risk students. We are also implementing HUGS Buddies, as teacher mentors. All brand new students to McGown are assigned a Nest Navigator (buddy) to ensure they have a friend throughout their first week. Strategy's Expected Result/Impact: Violent incidents will be at 0%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors , Teachers
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. - We have our PBIS Matrix (WISE) in place to meet the needs of our current population: - Willpower - Integrity - Safe - Effort - We will review discipline data every 9 weeks to track trends in specific behaviors and make a plan within the PBIS Leadership Team on how to help decrease the numbers for the next 9 weeks. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Teachers, and PBIS Leadership Team

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at 95% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: - Teachers and Paraprofessionals will be given incentives for having perfect attendance every 9 weeks, as well as exemplary attendance at the semester mark. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Administrative Team

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 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
Strategy 1: High-Quality Professional Development: - Teachers will obtain teaching certificates (ESL/GT) as well as identify key professional development growth areas during CF-TESS goal setting process with appraiser. - Teachers will attend professional development within and outside the District, based on their goals set with appraiser. - Teachers have identified key areas for growth and will participate in peer-led choice PD sessions during the February professional development day. - Teachers participated in summer grade level planning to prepare for the year. - Math teachers are participating in a cohort with two other schools for Garland Linkenhoger Consulting to increase capacity in the areas of number sense and problem solving. - Some teachers participated in the Digital Learning Conference to hone skills in technology integration and innovation. - By application, teacher leaders will have the opportunity to participate in a year-long McGown Leadership Academy. Strategy's Expected Result/Impact: Additional certifications obtained and specific professional growth areas addressed. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Coaches and Teachers

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, we will have increased our family and parent engagement due to a wider choice of options for participation.

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

Strategy 1 Details

Strategy 1: Parent and Family Engagement:

We will provide a climate where families are given the opportunity to take an active role in their child's education through the following activities:

- VIPS participation
- Local business and community partnerships (ex: The Enrichery, Faith Church)
- Night at the Nest (spread out over two nights- 9/17 and 9/24)
- Book Character Pumpkins family project
- Book Fair
- Veterans' Day Program- 11/8/24
- Watch Dog Dads
- Music Memory Contest
- Choral Festival Night
- Rodeo Art Night at Berry Center
- District Elementary Art Show at Berry Center
- Candy Cane Lane (carolling)
- Career Week
- The Beauty of McGown: Multicultural showcase and Spanish ABL Festival for grades 1st, 3rd, and 5th
- Owlette Dance Team performances (ie Rice Football, Supt. Fun Run, Bridgeland Show Off)
- 212 Sprinters (Running Club) - Hoot Harvest Fun Run
- Honor Choir performances (ie Rice Football, The Houston Dynamo, The Astros)
- 5th grade Recognition Ceremony
- Kindergarten Recognition Ceremony
- Bridgeland HS GT Showcase
- McGown GT Showcase
- Field Days
- Kindergarten Musical
- 2nd grade Musical
- 4th grade Musical
- Spring Fine Arts Showcase

Grade Level Big Events:

- Pre-K Kids Invite Someone Special Event
- Kindergarten Literacy Luau
- Pumpkin Palooza (1st grade)
- Snow 2 the World (2nd grade)
- Vocabulary Promenade (3rd grade)
- Go Texan Day Parade (4th grade)
- Wax Museum (5th grade)

Strategy's Expected Result/Impact: Increased family and parent engagement

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal

Strategy 2 Details
Strategy 2: We will utilize Sprague Middle School for our nighttime programs to alleviate space constraints. Strategy's Expected Result/Impact: Parents will have room to park and space to see their students perform. Staff Responsible for Monitoring: Specials teachers, instructional specialists, assistant principals, principal
Strategy 3 Details
Strategy 3: We will separate our parent events, such as Night at the Nest, to multiple evenings, to ease crowding and parking in order to provide a better experience for our parents. Strategy's Expected Result/Impact: Parents will have better parking options and will be able to more easily move about the campus. Staff Responsible for Monitoring: Administration

Cypress-Fairbanks Independent School District

Metcalf Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: RLA teachers will improve content knowledge by engaging in effective team and vertical planning that focuses on the individual needs of students in target populations (EB, Special Education, ED, and Hispanic) and fosters consistency (success criteria for student writing and reading, got it jot it paper, strategies, etc.) which will yield higher learning outcomes. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Assistant Principals Instructional Specialists
Strategy 2 Details
Strategy 2: Math: Teachers will focus on math fluency, problem, solving and number sense through discussion. vocabulary instruction through content vocabulary development discussions , for all students, with a focus on African American, ED and EL current students. Teachers will target most commonly used words, and academic and content-specific vocabulary utilizing district lessons, Lead4ward activities, ST Math, and campus-created activities. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Assistant Principals Instructional Specialists
Strategy 3 Details
Strategy 3: Science: Teachers will teach all students, with a focus on African American, ED and EL current students, targeted vocabulary through a daily vocabulary time by utilizing picture cards and practicing open ended questions using Lead4ward activities, and district and campus-created activities. Students will get extra vocabulary instruction during tutoring and closing the gap. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Assistant Principals Instructional Specialist

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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 be provided opportunities to utilize technology through the use of IXL, ST Math, AMIRA, Achieve 3000, and other technologies.

Students that qualify for gifted and talented services will participate in creating a project that they will present. They will participate in Davinci Day.

Students will participate in choir programs, art gallery and field days.

Second grade will participate in PALS

Students and parents will be invited to a Science Night in the spring.

For our 4th/5th graders, students may join the after-school choir program.

Second and third grade will participate in a musical performance.

For our 5th graders, students have various organizations that they may join or apply to become a member such as: Student Advisory Committee, Junior Counselors and our Kindness Committee.

Author visits

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

1. Substitutes for the following: extended planning, support for assessment data digs.
 2. Staff members will provide extra-duty time through before/after school tutoring, academic camps, data digs, and curriculum writing based student data, analyze to determine what areas need re-teaching using planned exit tickets, and to share best strategies to increase student learning and academic performance.
 3. Use got it jot it paper to support students problem solving, anchor charts planned out during planning and made with students, folders, journals, markers, sticky notes, note cards, printer ink, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title 1 and General Funds used)
 4. Additional content supplies for literacy and math/science materials which include manipulatives, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning.
 5. Stickers, pencils, small prizes for incentives for students to increase student learning, increase appropriate behavior, and increase academic behavior.
 6. Interventionists and a paraprofessional will be hired to work with small groups and help support students in the classroom .
 7. Teacher salaries will allow us to create smaller class sizes in an effort to facilitate accelerated growth using title I or compensatory funds.
 7. Temporary worker will be hired to provide small groups instruction in reading
 8. STAAR snacks and STAAR supplies will be used.
 9. SIBME will be used to increase the capacity of our instructional team to coach our teachers to build on effective first instruction.
 10. We climb walks will be used to monitor the classroom instruction, environment and teaching practices.
 11. Consistent practices from PK-5th such as learning objectives planned and up in classrooms in the same place, schedules are posted for students to see and teachers can pace their teaching to be on schedule, the use of monitoring notebooks for all content areas, data walls in all classrooms, and students monitor their progress with goal setting folders.
- Culturize book study for all staff to build a culture where our students feel challenged, inspired, heard, and empowered.

Staff Responsible for Monitoring: Principal
Assistant Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety:The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency. Strategy's Expected Result/Impact: The teachers will be prepared for emergencies. Staff Responsible for Monitoring: Principal Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% or above for overall attendance rate.Incentives: Every day a class has 100% attendance, they earn a letter to spell WAVES that goes with our theme. Once they spell the word, the class earns a reward of the teacher's choosing. Every 9 weeks, students with perfect attendance get their name in a a drawing for a prize given during their lunchtime. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95% Staff Responsible for Monitoring: Principal Assistant Principals
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences Monitoring PBIS Committee meets to discuss students with attendance concerns. The committee will look at the spreadsheet with students that have multiple absences and come up with an action plan. Strategy's Expected Result/Impact: 96.7% overall attendance rate Staff Responsible for Monitoring: Principal Assistant Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will utilize Class Meetings and Social Skills. We will provide social skills lessons and increase check-ins with students. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal Assistant Principals Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Morning Meetings, Counseling Activities, Social Skill lessons during morning meetings Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals Counselor At Risk Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: The campus will share the campus data for each nine weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing zero days for each nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal Assistant Principal Campus Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs. The trainings will be provided by district coaches

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Bite size PD will be offered before/after school, during planning based on collaborative planning discussions over data. Math and Science IS and teachers will attend New Science TEKS Webinar: Math/Science IS and teachers will come away with strategies, ideas, and examples to implement in the classroom based on the new Science TEKS Strategy's Expected Result/Impact: Student Achievement Staff Responsible for Monitoring: Principal Assistant Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 3%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Host multicultural activities, Science Night, Prom with Parents, and other parent engagement events for parents. Communication will be provided in various ways such as smore letters to parents, flyers, marquee announcements, facebook page, School Messenger and Remind. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Assistant Principals Instructional Specialists

Cypress-Fairbanks Independent School District

Millsap Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Using student data, RLA teachers in grades K- 5 will work to improve academic growth by increasing students' performance levels on state assessments in RLA by purposefully planning and implementing systematic and explicit first instruction, increasing modeling and promoting academic conversation and practice purposeful small group instruction to address individual student needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: IS, Teachers, Admin
Strategy 2 Details
Strategy 2: Math: We will promote academic growth through a focus on an increase in performance level on state Math assessments. We will engage in purposeful planning planning and implementing systematic and explicit first instruction and small group instruction. We will consistently use manipulatives to engage students and deepen understanding. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Admin, IS, teachers
Strategy 3 Details
Strategy 3: Science: We will provide meaningful, hands-on investigations, decreasing the demonstrations and videos for students to engage them in their own learning. In addition, all science teachers will create an interactive word wall and anchor charts with their students to help build science vocabulary and deepen understanding of the concepts. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, IS, and teachers

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Admin, Teachers

Strategy 5 Details

Strategy 5: 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:

- provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being
- Promote PBIS in all areas of our school with support from behavior coach and the PBIS Rewards program
- BOTB and other various resources, morning circles
- Choir, Honor Choir
- Musical Productions
- Millsap Baseball Team with Dierker's Champs Organization
- Millsap Golf team
- Millsap Bowling team

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Monthly trainings 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. Strategy's Expected Result/Impact: Students and staff will comply with all safety procedures 100% of the time. Staff Responsible for Monitoring: Admin, Teachers, all staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Admin
Strategy 3 Details
Strategy 3: Staff will be accessible at recess and connected by communication through use of walkie talkies. Strategy's Expected Result/Impact: Increased communication and faster response times. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) and form small groups that meet regularly with the counselors. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Counselors

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Violence Prevention will remain at 0% of violent incidents by staff utilizing PBIS strategies and PD from Special Education. Strategy's Expected Result/Impact: Violent Incidents will continue to be 0 incidents. Staff Responsible for Monitoring: Admin and teachers
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. All staff engages in Restorative Discipline Practices through ongoing bite-sized professional development. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Admin and Teachers

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional absences will decrease by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff will continue to conference with admin about discretionary absences and will be celebrated with special treats and PBIS points for perfect attendance every nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Campus leaders will engage in a book study to improve their communication in the area of leadership. Strategy's Expected Result/Impact: Support our targeted goals in our CIP Staff Responsible for Monitoring: Admin

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

Evaluation Data Sources: Activity sign-in sheets/records

Strategy 1 Details
Strategy 1: In order to increase involvement, we will have parents lead science demonstrations in each grade level 1-2 times per year. We will also utilize parents as volunteers at the 3rd and 5th grade Nature Trails. We will welcome Parents during Meet the Teacher, and Parent Nights in September. Throughout the school year, we will have Watch D.O.G.S., Book Fair, Field Days, and Fine Arts programs. Strategy's Expected Result/Impact: Parent and family participation will increase by 50% due to the campus offering flexible meeting dates and times. Staff Responsible for Monitoring: Teachers, Admin

Cypress-Fairbanks Independent School District

Moore Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: We commit to supporting striving readers (African American, ED, White, Asian, Hispanic, and SpEd) in direct, systematic, and explicit instruction. Utilizing daily academic conversations and small group instruction in reading and writing to increase student growth specifically in the approaches, meets and masters passing standards. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, instructional specialists, assistant principals, principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments
Strategy 2 Details
Strategy 2: Math: We commit to planning for purposeful, small group instruction, interactive vocabulary, practice with open ended questions, and real-world problem-solving utilizing critically based thinking strategies in the area of mathematical knowledge and fluency for our (African American, White, Hispanic, ED, SpEd, and At-Risk) students. Utilizing these strategies, we will target student growth in our approaches, meets, and masters passing standards. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal

Strategy 3 Details

Strategy 3: Science: We commit to learning and utilizing the new Science TEKS during planning for small groups. This will be tailored towards specific Science TEKS, interactive vocabulary activities, and real-world/relevant experiences in science, hands on experiences, implementation of new curriculum, as well as incorporate writing into science to support our students to increase our approaches, meets, and masters passing standards.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: PE Teacher, Assistant Principals, Principal

Strategy 5 Details

Strategy 5: Well-Rounded Education : Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education. This can include Choir, DaVinci Day, Vertical Showcase for GT, Spelling Bee, Name that Book, Robotics, District Choir Festival, etc.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

1. Salaries:

*The behavior interventionist will assist in ensuring the academic and behavioral needs of our students are met.

*The testing coordinator will assist staff and students with data collection and testing for all students.

*The para educators will assist students in K-5th through small group interventions to assist in meeting or exceeding targets attached CIP target table.

2. Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments 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. All staff will participate in professional book studies that focus on student engagement and behavioral supports. Staff will implement strategies shared in the book, Teaching Students to Drive their Learning and Behavioral Support Strategies with students daily.

3. Instructional Supplies:

*Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons.

4. Student, PAFE snacks and supplies will be used to support before/after school events such as Culture night, grade level parent events, and other activities. Events will be held in the area of Reading and Math that include hands-on activities to model strategies for parents to use at home to support their children.

5. Para training will be provided by SPED staff in a mini-series that will address in class support, materials used with students that in need, and data tracking for students that are in special education.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: Instructional strategies and classroom environment: Teachers will ensure that instructional strategies and activities in the classroom support a learning environment that is engaging and conducive to learning for all students.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers, instructional specialists, assistant principals, principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: A campus attendance incentive that supports incremental growth toward a 95% overall attendance rate will be implemented. Students will be recognized by completing "Moore" star letters and participating in an "AttenDance" incentive for attending school on a regular basis. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Teacher, Assistant Principal TEA Priorities: Improve low-performing schools
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). Staff will document and make contact with parents of students that are repeatedly absent. Teachers and APs will have in person conferences with parents of students that are not meeting the district expectation for attendance. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Registrar, Teachers, Intervention, Assistant Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Through restorative discipline practices, PBIS procedures, and Counselor Guidance lessons, Moore will decrease violent incidents this year. Staff will participate in campus staff development that addresses effective behavior strategies for all students. Counselor lessons Counselor small groups Support for specific students by assigning a community mentor Behavior Interventionist assist with coaching teachers and students Consultant support with coaching, providing campus wide feedback Mental Health team provide professional development to all staff Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Teachers, At Risk Specialist, Behavior Interventionist, Counselors, Assistant Principals TEA Priorities: Improve low-performing schools
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will implement classroom management strategies and best practices in restorative discipline in the classroom learned from trainings and modeling PBIS expectations. The behavior interventionists will work with teachers and students so that supports are in place such as contracts and incentive programs. Other strategies include: Monday morning meetings BOTB lessons Counselor guidance lessons Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, At Risk Specialist, Counselors, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: All teachers and staff will receive training in research based practices for reading, writing, math, science, behavior, and professional conversations so they can be proficient and successful this school year. ELAR Committee Content Specific Campus PD provided by the Instructional Team Science of Teaching Reading Book Studies that include the following: Teaching Students to Drive Their Learning Behavior Support Strategies for Supporting Paraprofessionals Powerful Phrases for Effective Customer Service The One Thing Strategy's Expected Result/Impact: Teachers and staff will feel more confident and effective in their planning and teaching. Staff Responsible for Monitoring: Teachers, Paraprofessionals, Assistant Principals, Instructional Specialists TEA Priorities: Build a foundation of reading and math
Strategy 2 Details
Strategy 2: All teachers will participate in data dig sessions and achievement meetings after campus and district assessments to determine the needs of their students and the implementation of best practices to address those needs. Strategy's Expected Result/Impact: Teachers will feel confident that they are delivering targeted instruction based on immediate data. Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

High Priority

Evaluation Data Sources: Teacher/paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will provide incentives each 9-weeks based on attendance to include things such as certificates, public acknowledgements and staff Moore Money for those that meet the target attendance each 9-weeks Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1% Staff Responsible for Monitoring: Assistant Principal, Principal TEA Priorities: Recruit, support, retain teachers and principals

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase as measured by parent conferences and attendance at parent events.

Evaluation Data Sources: Parent participation at family events, volunteers, WATCH Dogs, attendance at PTO meetings

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will provide opportunities for parents to participate in the school community through family nights, programs, parenting seminars, and volunteer opportunities. These events will be advertised through a variety of communication methods including: SMORE, School Messenger, Moore Marquee, Facebook, and Instagram. Meet the Teacher Open House Trunk or Treat Color Craze Fun Run Watch DOGS Spring Festival Field Day Face to face events during the school day Spirit Nights at local businesses School Dances Movie Night Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors, Teachers
Strategy 2 Details
Strategy 2: Parent and Family Engagement: We will provide resources and activities for parents to use at home, thus increasing parent involvement in the area of mental health with their child. District consultant, mental health team, and district behavior specialist will assist with providing parent information. Strategy's Expected Result/Impact: Students will make growth behaviorally in all areas. Staff Responsible for Monitoring: Teachers, Counselors

Cypress-Fairbanks Independent School District

Owens Elementary School

2024-2025

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will implement meaningful, skill-based, small group reading instruction that is data-driven. We will provide planning opportunities for teachers to further develop their capacity to implement effective reading instruction. We will utilize .5 reading interventionists and paraeducators to help struggling readers using Title 1 funds. Teachers will provide before and after-school tutoring. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, AP, and IS
Strategy 2 Details
Strategy 2: Math: We will provide training to improve teacher capacity in math content, use of manipulatives, academic vocabulary, goal setting, differentiation, purposeful small group teaching, and data-driven planning to support students' academic growth. Teachers will provide before and after-school tutoring. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, AP, and IS
Strategy 3 Details
Strategy 3: Science: Provide professional development to improve student growth in vertically aligned critical reading skills and academic vocabulary. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, AP and IS

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: PBIS Rewards, large group tutoring, mentors, SNAPP Buddies, PALS, grade-level field trips class meetings, and College Week activities.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, AP, IS, Counselors and BI.

Strategy 6 Details

Strategy 6: At Risk: Deepen understanding of and address specific academic needs of the ED, AA, and EL student groups in an effort to address the needs of all students, particularly at-risk. 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

With Title I support, Adam will implement the following measures:

1. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.
2. Salaries - .5 reading interventionist and instructional paraprofessionals will assist with meeting our students' goals in all content areas.
3. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension, assisting in meeting instructional targets and goals.
4. Classroom library books- We will develop stronger readers by purchasing classroom library books.
- 5 . 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.
6. Contract Services - (Garden) In the garden, students are provided with relevant, hands-on learning opportunities in the garden to support our science curriculum.
7. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.
8. PBIS Supplies - Students will earn incentives using their PBIS rewards app. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.
9. Extended Day pay - Staff members will be paid for training, tutoring, and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.
10. Parent Involvement - We will increase parent involvement throughout the year with events like Scavenger Hunt Night, music programs, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.
11. School supplies/workroom supplies- We will provide some school supplies for each student.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: The campus has a safety committee. The committee will insure that all safety measures required by the district are implemented and recorded. Strategy's Expected Result/Impact: Staff members and parents will be aware of the safety measures in place at Owens. Staff Responsible for Monitoring: Principal and AP
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. * Students, staff, and community will be aware of CY-Fair Tipline and understand how to use it. * Code of Conduct talks held within the first three weeks of school and in spring semester. *Implement and present monthly Bringing Out the Best lessons covering bullying, suicide, dating violence, social media, etc. Model and support a positive climate aligned with PBIS/ Capturing Kids Hearts. Strategy's Expected Result/Impact: Violent Incidents will be 0% Staff Responsible for Monitoring: Principal, BI, AP, Counselors, Teachers, PBIS Leadership Team
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. - PBIS Rewards - Morning check-ins - Class meetings - Behavior contracts Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: AP and BI

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Campus Secretary Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

- Vertical planning
- Ruby Payne Framework staff development
- book studies

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Curriculum Conversations PD, Digital Learning Conference, Behavior Summit, Building Math Minds PD. Strategy's Expected Result/Impact: Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps. Staff Responsible for Monitoring: ISs

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parents will be invited to participate in multiple events throughout the year in person or virtually; such as Open House, Scavenger Hunt Night, Field Day, Multicultural Night, choir performances, and chaperoning field trips. All students will receive a book to take home and read with their families during the holiday break. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal IS APs Counselors Teachers

Cypress-Fairbanks Independent School District

Pope Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Student growth in Writing is dependent on quality first instruction, skill based small groups, and purposeful guided and independent practice for responding to Reading (SCRs and ECRs). Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
Strategy 2 Details
Strategy 2: Math: Student growth in mathematics is dependent on quality first instruction as well as targeted small group instruction using manipulatives and hands on experiences that focuses on all question types and computer test taking strategies. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
Strategy 3 Details
Strategy 3: Science: Student growth in Science will be dependent on student vocabulary development, providing hands-on experiences during instruction as well as focusing on all question types and computer test taking strategies. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal, PE teachers

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Students with 2 or less absences each 9 weeks will be rewarded with incentives to redeem from their teachers. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, social skills lessons, lessons from the Counseling team, and PBIS matrices to reduce discipline referrals to promote a safe learning environment. We will partner with Cypress Ranch High School to include the PALS program, providing high school student mentors for some of our at-risk students. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. All staff members will effectively teach and reward students according to our PBIS matrix and PRIDE using PBIS Rewards. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at 95% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Pope admin team will celebrate staff with 2 or less absences each 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will be at 95% or higher. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Targeted professional development will be offered at the district and campus level through CFPGS. At the beginning of the year, staff participated in the Digital Learning Conference. Learning opportunities throughout the year are provided by the Instructional Specialists during planning time. Strategy's Expected Result/Impact: Teachers will add multiple strategies to their robust toolkits. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parents and guardians will participate and/or volunteer at a variety of school events (WatchDog Dads, Boo Bash, PTO membership, SRC/library volunteers, etc.) to increase their knowledge of our curriculum and/or to celebrate student achievements. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Instructional Specialists, Campus Secretary, and PTO

Cypress-Fairbanks Independent School District

Post Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will use data to plan explicit, differentiated small group instruction. They will receive additional books, training, and materials to support new learning and implementation. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal. Assistant Principals, Instructional Specialists, Teachers
Strategy 2 Details
Strategy 2: Math: Teachers will implement research based strategies and best practices during classroom instruction to develop mathematical thinking and problem solving skills. Instruction utilizing blended learning checklist, real-world relationships, student discourse, use of manipulatives and visual aids will provide students the opportunity to build procedural fluency and conceptual understanding. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal. Assistant Principals, Instructional Specialists, Teachers
Strategy 3 Details
Strategy 3: Science: Teachers will focus on students fully participating in the 5 E model of science learning. teachers in grades 2-5 will utilize hands-on, critical thinking opportunities, and interactive word walls. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal. Assistant Principals, Instructional Specialists, Teachers

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Field Trips, Story Teller, Science/Math/Reading Activities. Winter Wonderland

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

1. Salaries- Our additional Behavior Interventionist will support our teachers, behavior goals and PBIS strategies.
2. Professional Development- The Instructional Specialist, 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. Professional books and other resources will build teachers' capacity.
4. Paper and Laminate- Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students both on and off campus.
5. Bus Transportation - Provide all students the opportunity to participate in off-campus field trips.

Staff Responsible for Monitoring: Principal, APs, ISs, BIs

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Campus Safety: Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it. Code of Conduct talks held within first 2 weeks of school and in spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc. Strategy's Expected Result/Impact: Increase and protect bell to bell instruction time by decreasing interruption to classroom instruction. Complete and successful participation in all drills. Student/Staff/Campus all knowledgeable about safety procedures that provide a safe environment. Staff Responsible for Monitoring: Teachers, Counselors, Behavior Interventionist. Assistant Principal, Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: EOP Coordinator, Teachers, Administrative Team, Safety Team

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. To reduce violent incidents on campus, we will implement strategies and tools such as behavior contracts with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative practice/conflict resolution, social problem solving, and individualized social emotional lessons facilitated by BIs or counselors. Strategy's Expected Result/Impact: Violent incidents will continue to be at 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students with significant behavioral difficulties are monitored closely by the behavior interventionist with the collaborative effort of teachers, paraprofessionals, counselors, and administrators by implementing strategies and tools such as behavior contract with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative circles, social skills lessons, and activity-based reinforcer schedule based on individualized needs. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Motivate staff to be at school by doing monthly drawings for less than 3 absences. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal/APs/Campus Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development. Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table. Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 50%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We have started a Parent Involvement committee comprised of Instructional specialist, teachers, and paras. Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%. Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principal

Cypress-Fairbanks Independent School District

Postma Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Kinder -5th grade teachers will receive Shonda Guthrie phonics training to vertically align ELAR strategies and support teachers in developing phonics instruction expertise. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Testing Coordinator
Strategy 2 Details
Strategy 2: Math: Teachers will implement number talks a minimum of two times per week implementing training from Math Link in Kindergarten - 5th grade. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Testing Coordinator
Strategy 3 Details
Strategy 3: Science: Implement Lead4ward strategies and develop science vocabulary utilizing interactive word walls and science experiments across 2nd grade - 5th grade. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Testing Coordinator
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: The campus will use PBIS lessons to explicitly teach student behavior expectations, social skills, safety strategies and will help students to remain calm during drills by implementing the concept, "We're not scared. We're prepared!" and "If you see something, say something." In addition, the counseling team will conduct classroom guidance lessons to focus on supporting the social and emotional health of students. Each class will have weekly class meetings to review and discuss PBIS lessons, BOTB lessons, participate in restorative circles, and/or review critical social skills. Strategy's Expected Result/Impact: 100% of Postma students will understand behavior expectations, learn skills to build relationships with each other, and how to safely proceed during safety drills. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionist
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan (including phone calls to parents, counselor support, attendance contract, incentives, etc) that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Registrar
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Registrar

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. . Semester refresher trainings by campus counselors, behavior coach and/or Assistant Principals to develop skills to support students in developing a deeper understanding of social skills, social/emotional relationships, and/or tolerance of cultural differences. Strategy's Expected Result/Impact: Violent Incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Promote social/emotional health of our students by training staff and BOTB lessons, social skills, and/or PBIS class meetings with all classes on a weekly basis. Teachers will meet monthly will assistant principals and their "Game On" teams to review the purpose of Restorative Discipline and review/discuss effective classroom management strategies with teachers. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Counselors, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Each 9-weeks staff with perfect attendance will be recognized with a coupon booklet for perfect attendance and campus based recognition. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal, Campus Secretary
Strategy 2 Details
Strategy 2: Teacher/Paraprofessional Attendance: Campus will support the social/emotional health of campus staff by implementing monthly celebrations for staff, such as PTO grants for teacher supplies, PTO recognition gifts/lunches/treats, weekly notes from administrative staff, Teacher Puma Cash, Admin provided lunches/treats/celebrations, Teacher of the Year campus luncheon and recognition ceremony, campus/district allowable incentives, and seeking consistent feedback from staff to address their needs. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Instructional Specialists

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Classroom implementation of professional learning

- 1. Campus Walk-throughs by Instructional Specialists, APs, and Principal
- 2. Lesson Plan Review
- 3. Advertise District Quantum Learning training for teachers and paraprofessionals and provide small bits of best practices via QL.
- 4. Optional Restorative Circles and Class Meetings training for staff
- 5. Math teachers: Math Link Training for math teachers in Kindergarten - 5th grade to support Number Sense Development and deepen the understanding of the Math TEKS documented in walk-throughs and lesson plans.
- 6. Phonics Instruction: Phonics training by Shonda Guthrie in grades Kindergarten-5th grades. Including classroom visits, modeling of foundation skills lessons, and how to implement Heggerty Phonics Instruction during planning with all RLA teachers.
- 7. Instructional Specialists will train teachers on teaching students to complete individual goal setting sheets and setting class goals in order to increase in participation in classroom and individual goal setting in grades 2-5.
- 8. Provide training for teachers through the Instructional Specialist on the implementation of Lead4ward monitoring notes.
- 9. Training for Fine Arts and PE through District trainings and conference attendance.
- 10. Paraprofessional staff: Training on accommodations, goals, and support strategies for special education students from district and campus special education support staff.

Strategy 1 Details
Strategy 1: High Quality Professional Development: Professional staff will participate in a book study: Powerful Teaching: Unleash the Science of Learning, Shonda Guthrie training on Phonics, implementation of AMIRA, on-going training in social skills from the APs and Behavior Coaches, Strategy's Expected Result/Impact: Application should be seen in teacher practice, lesson plans, and implementation in the classroom. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Behavior Coach, Counselor

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 2%.

Evaluation Data Sources:

- 1. Parent Survey
- 2. Activity sign-in sheets/records
- 3. Increased likes to social media accounts
- 4. Increase volunteer support on campus documented through PTO and Puma Pack Dads
- 5. Participation in Campus Wide Events such as Painting with the Principal, Daughter 6. Date Night, Games with Guys, Postma Holiday Programs, Veterans Day, and Western Day, content specific family nights.
- 7. Active parent attendance for parent meetings such as PTO VIPs programs, campus library trainings, Puma Pack Dads, etc.

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Postma will involve parents and the Postma Community by holding family events such as Daughter Date Night, Games with Guys, Veteran's Day Program, Field Day, Curriculum Nights, Western Day, Holiday Programs, and inviting them to volunteer for a wide variety of events, including grade level field trips, library support, Spirit Shop Support, and Classroom Library logging support. We will consistently maintain a social media presence and a and monthly newsletter. Additionally Postma will host content specific nights focused on supporting academic strategies. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Administrative staff and teachers

Cypress-Fairbanks Independent School District

Reed Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Data driven planning will support targeted intervention plans that are essential to meet the individual needs of students in low performing groups (African American and Students receiving special education services). Collaborative planning teams will use student performance data to draft plans and create groups to increase differentiation. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Teachers are expected to implement the HMH curriculum components by incorporating multiple resources and strategies learned through in-house professional development. Students will write and type daily to increase writing and typing fluency, experience, and technique. Teachers will implement reading and writing strategies learned through professional development. Staff Responsible for Monitoring: Reading Intervention Teachers, Instructional Specialist, Assistant Principal, Principal
Strategy 2 Details
Strategy 2: Math: Teams will collaborate on data analysis that is ongoing in order to identify student groups that need targeted interventions that are relevant to the students skill levels and cultural backgrounds. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math Intervention Teachers, Instructional Specialist, Assistant Principals, Principal

Strategy 3 Details

Strategy 3: Science: Develop science hands on learning experiences that include explicit vocabulary instruction to assist with comprehension in our at-risk students. Students will be exposed to a variety of culturally relevant experiences to engage and differentiate for our students performing at grade level or below. Foundational skills will be addressed in targeted small groups.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Students in 3rd, 4th, and 5th grade will have access to hands on science experiences through gardening experiences, field trips, and labs. These activities will provide differentiation and increase engagement.

Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principal

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Curriculum Night, STAAR Night, Red Ribbon Week, Fall Literacy Night (Game Night), Learning Lollapalooza, Name That Book Club, Reed Mentor Program, Academic Nights, Chess Club, and Field Trips, Academic Celebrations (Roadrunner Success), Veteran's Day and Multi-cultural celebrations.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

These programs/activities will provide students with additional support in social emotional areas as well as academic enrichment to promote higher levels of academic achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Interventionists

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Salaries: The testing coordinator, Reading interventionist and two instructional paras will assist with meeting our students' goals in all content areas.

Extra Duty Pay: Staff members will be paid for extended tutoring and professional development outside the traditional school day to assist in meeting the targets listed in the CIP.

Parent Engagement: We will increase parent involvement through opportunities like Curriculum Night, Learning Lollapalooza, STAAR night, and WATCH DOGs.

Instructional Supplies: Supplies to increase engagement and differentiation will support the goals of academic growth in all content areas.

Field Trip Admissions & Buses: Field trips will provide hands-on experiences aligned with the TEKS for each grade level and support the growth for student goals in all academic areas listed in the CIP.

Library Books: We will increase circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.

Temporary Workers: Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.

Contracted Services: Garden Consultant; students are provided hands-on learning opportunities to support science curriculum.

Conference Fees/Professional Development: All staff members will attend local and state level conferences and professional development to strengthen behavioral and instructional practices to meet the goals set in the CIP.

PBIS Supplies - Students will earn incentives using the PBIS cash. An emphasis on incentives will assist with behavioral goals as listed in the CIP.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will conduct additional crisis drills through the year to increase student and staff understanding of their response during a real crisis. The Campus EOP representative will audit the drills to determine areas in need of continued support to staff and students. The EOP representative will also send periodical reminders about student and staff safety to the entire staff. All TEA Intruder audits will be passed. A campus safety committee will be formed with representatives. This committee will evaluate the safety of the school and will make recommendations for enhancing it. Strategy's Expected Result/Impact: Improve the overall safety of our school. Increase skill level and understanding of emergency drills in students and staff. Determine areas in need of improvement through internal audits. Staff Responsible for Monitoring: Campus EOP representative, Safety Committee Members, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Conduct weekly, state required, door checks to ensure doors are locked, and no one can access the building except for the primary entrance. Anticipate the TEA Intruder audit.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). A continuum of parent communication; letters from the registrar, calls from teacher, counselor, assistant principal, and principal having monthly debriefs about attendance meetings. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Professional development will be provided in utilizing preventative measures such as stay-away agreements, restorative circles, behavior plans, and cool down strategies for students with high incident of violence. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals, Behavior Interventionist, and Members of the PBIS Committee
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Provide professional development in the area of restorative discipline. Provide students with at least one Anti-Bullying and Code of Conduct presentations. We are committed to implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, Principals, Behavior Interventionist and Members of the PBIS Committee

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be rewarded for perfect attendance per every 9 weeks, semester and year. Specific rewards will be given to staff members who have perfect attendance and limited absences throughout the school year. Daily staff attendance is emailed to staff with celebrations over 95% in attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Consultants and professional development providing growth opportunities in the area of professionalism, serving an at-risk and Title I population, reading, math, and writing. Region IV Training, Heggerty, special education para-professional training, Library Conference, Art Professional Conference, Music Professional Conference, PE Professional Conference, CPI Training and district provided training. Strategy's Expected Result/Impact: Staff will grow in their knowledge of the reading, writing, math, science, and discipline practices, instructional implications, and strategies to address gaps in these content areas. Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Use multiple forms of promotion for all family involvement events including social media, flyers, posters, call outs, marquee, Remind, School Messenger and stickers students will wear the day of the event before they go home,. Prizes, morning/dismissal announcement reminders and incentives for the classes with highest percentage of attendance. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Administrative Assistants, Assistant Principals, Counselors, and Principal

Cypress-Fairbanks Independent School District

Rennell Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will focus on providing students with the foundational reading skills needed to decode words. Data from adaptive practice software, M-class, MAP, classroom and district assessments will be utilized to provide differentiated and targeted small group instruction. Temporary Workers (funded by our PTO) will be hired to work with targeted small groups of students to improve their academic performance in Reading. A Lead4Ward consultant will provide strategies that teachers can use to get students engaged and writing across the curriculum. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers
Strategy 2 Details
Strategy 2: Math: Data from adaptive practice software, classroom assessments, and district assessments will be used to provide differentiated and targeted small group instruction during the school day for all students. Targeted students will receive additional in-school tutoring with temporary workers and/or after school camps led by Instructional Specialists and teachers to close gaps in learning in small group instruction based on student data (funded by our PTO). A consultant from Lead4Ward will share best practice strategies for engagement and writing across the curriculum. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers

Strategy 3 Details

Strategy 3: Science: Teachers will plan scaffolded assignments each week to help students access the new more rigorous Science curriculum.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty phonemic awareness lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the Reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the Reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the Reading MAP or MClass assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TKS will be taught daily utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety practices will be implemented.

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

Strategy 1 Details
Strategy 1: Campus Safety: Train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency. Strategy's Expected Result/Impact: By the end of the current school year, multiple lessons on safety will be taught in the classrooms, safety information will be shared with families, information on drills will be shared with families, there will be ongoing safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds resulting in a consistently safe and secured learning environment. Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: By the end of the current school year, 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines resulting in students, staff, and families feeling prepared if an emergency situation was to arise on campus. Staff Responsible for Monitoring: Principal, EOP Representative

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports maintenance of a 95% or higher overall attendance rate. This plan will include an incentive for students with two or less absence each nine weeks. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). This plan will include teacher contact at 7 absences. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and APs will work to reteach appropriate school behaviors and keep students in class and on our campus. Strategy's Expected Result/Impact: Violent incidents will continue to be 0%. Staff Responsible for Monitoring: Teachers, APs, Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will hold class meetings each week to teach and reinforce campus expectations, set behavior goals as a class, team build, and work through problems as a class. Additionally, district character lessons will be taught and reinforced. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, ISS, APs, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will share the importance of teacher attendance at multiple staff meetings and celebrate each month that staff get perfect attendance with a certificate and staff bucks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: APs, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: #EachOneTeachOne on-campus professional development where teacher leaders teach others and teachers self-select what they need to learn - happening twice per semester. Redhawk Reflection staff blog - staff members take turns sharing best practices in our weekly staff blog. CFISD's Digital Learning Conference, Lead4Ward consultant for 2nd-5th grade teachers. Strategy's Expected Result/Impact: Application should be seen in teacher practice, lesson plans, and technology implementation in the classroom. Staff Responsible for Monitoring: Teachers, ISs, APs, Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will remain extremely high.

Evaluation Data Sources: Parent Survey
Volunteer sign-in data

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will offer face-to-face events during the school day for parents to see their children's academic work at school. Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%. Staff Responsible for Monitoring: Teachers, ISS, APs, Principal

Cypress-Fairbanks Independent School District
M. Robinson Elementary School
2024-2025

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers and Instructional Specialists will collaborate during weekly planning, long range planning and data digs to develop lessons which are differentiated based on needs of students. Teachers will plan and implement daily small group instruction with fidelity based on the instructional needs of their students to grow them at the Approaches, Meets, and Masters level. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Reading/ELA Instructional Specialists, Assistant Principals, Special Education Teacher, Reading Specialists and Reading Temporary Workers.
Strategy 2 Details
Strategy 2: Math: Teachers will utilize small group instruction with purposeful discussions and critical thinking strategies along with a variety of manipulatives to differentiate daily instruction for students to perform at the Approaches, Meets and Masters levels. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Math Interventionists, and Math Temporary Worker, Fifth grade class size reduction teacher.
Strategy 3 Details
Strategy 3: Science: There is a need for additional instruction on vocabulary and explicit reteaching of skills, as well as, intentional and purposeful small group and hands on experiences are needed. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Science Interventionist, Science Temporary Worker.

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: daily classroom meetings (circle time), school garden, monthly guidance lessons.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Counselors, Assistant Principals, Principal, Behavior Interventionist.

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Instructional Specialist, APs.

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: M. Robinson will continue to implement PBIS, and Sanford Harmony activities during circle time to create a respectful learning environment. Students will also be trained in the use of Tipline, strategies for dealing with bullying/conflict, and District Code of Conduct through guidance lessons, Project Safety lessons, Ripple Effects, and AP classroom visits. Students and staff will practice crisis drills and monthly fire drills. Strategy's Expected Result/Impact: Students and staff members will be able to execute safety drills effectively. Students will be able to demonstrate understanding of safety procedures on campus. Students will increase knowledge to deal with difficulties/conflict and awareness of expectations as well as ways to seek assistance for resolution. Staff Responsible for Monitoring: Principal, Counselors, Behavior Interventionist, Teachers
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. There is a need for vest to identify administrators conducting the drills. Staff Responsible for Monitoring: Principal, Assistant Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. At M. Robinson we will use Sanford Harmony during morning meetings, social skills lessons, as well as counselors providing monthly guided lessons, and the presentation of project safety, and Bringing Out the Best. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist.
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. At M. Robinson, we will continue to use restorative discipline strategies along with PBIS to ensure that all students are being successful. If any student receives 3 or more office referrals, a support plan will be put in place. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist, Counselors

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: M. Robinson will recognize perfect attendance every month, rewarding teams with the best attendance every nine weeks with attendance certificates, monthly incentives such as: Jeans passes, Braley bucks, snacks, free lamination, and others. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Consultants and professional development providing growth opportunities in the area of professionalism, serving an at-risk and Title I population, reading, math, science, and writing. Strategy's Expected Result/Impact: Staff will grow in their knowledge of the reading, math, science, and writing processes, instructional implications, and strategies to address gaps in these content areas. Professional Development opportunities: Marsha Kish, Quantum Learning, and Restorative Discipline, ESL and other instructional strategies that support the needs of Bilingual Emergent students and content specific professional learning opportunities provided by the CFISD Curriculum and Instruction Department. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: At M. Robinson, parents will continue to be offered various opportunities for families to attend a variety of school-wide events. Parents will be notified by utilizing a variety of communication methods (notes, school messenger, marquee, Remind, stickers, monthly newsletter, monthly calendar, daily take home folders, Facebook and Twitter) to attend these events with the purpose of building a stronger school and home relationship. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. 1.- STEAM Night (Math/Science Night) 2.- STAAR Night (3,4,&5 Grades) 3.- Literacy Night (All Grade Levels) 4.- Watch D.O.G.S. Dads 5.- Lioness Moms 5.- Folders for Daily Communication with parents 6.- Paper and Ink to send information to parents Staff Responsible for Monitoring: Principal, Teachers, Leadership Team, VIPS Liaison.

Cypress-Fairbanks Independent School District

A. Robison Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: RLA: Teachers will intentionally plan for Closing the Gap time to focus on individual interventions based on assessment data (2024 STAAR, MAP, and mClass). Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, ELAR Instructional specialist, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Math: Teachers will intentionally plan for Closing the Gap time to focus on individual interventions based on assessment data (2024 STAAR, MAP, and mClass). Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Math Instructional Specialist, Assistant Principals and Principal
Strategy 3 Details
Strategy 3: Science: Teachers will emphasize academic vocabulary in all K-5 science classrooms. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science Instructional Specialist, Science Teachers, Assistant Principals, Principal
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: PBIS will be implemented with specific lessons taught directly to all students., and students exemplifying RISE behavior will be recognized. Classroom guidance lessons will be implemented regularly and focus on supporting the social and emotional health of our students. Strategy's Expected Result/Impact: Office referrals (classroom and bus) will be reduced by at least 10%. Staff Responsible for Monitoring: Teachers, Assistant Principals, and Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principals and Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in classroom guidance lessons to address core essential skills. All staff will be provided with training on restorative practices and culturally responsive teaching. Assistant principals will check in with each grade level during large group time one time per month to address any grade-level concerns related to behavior. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Counselors, Teachers, Assistant Principals, and Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Restorative Discipline practices will be used to reduce the number of out of classroom removals. Staff will implement positive behavior referrals to recognize students who are demonstrating appropriate behavior on a consistent basis. Strategy's Expected Result/Impact: The number of classroom removals will decrease from 2023-2024. Staff Responsible for Monitoring: Assistant Principals, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: Teacher/paraprofessional attendance will be 95% or higher by the end of the current school year.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff attendance will be monitored, and data regarding staff attendance will be shared via the Staff Weekly Update. Staff with exemplary attendance (95% or higher) will be recognized each grading period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will be 95% or higher. Staff Responsible for Monitoring: Principal and Administrative Team

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Staff will participate in relevant professional development through district and campus PD opportunities. District PD opportunities will be shared via the Weekly Update, and campus PD will be offered through weekly planning meetings, monthly grade-level meetings, and before--or after-school training. Strategy's Expected Result/Impact: Teachers will indicate growth towards their Personal Professional Goal as outlined in our appraisal system. Staff will indicate they have opportunities for growth and will indicate that their growth has positively impacted student success. Staff Responsible for Monitoring: Counselors, Teachers, Instructional Specialists, Assistant Principals, and Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Information about parent and family events will be shared through the Rocket Register, Social Media, Teacher Weekly Emails, the PTO monthly newsletter, and School Messenger. To encourage attendance, students will be offered incentives for curriculum-related events. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.

Cypress-Fairbanks Independent School District

Sampson Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Our ELAR teachers will enhance student understanding of key concepts by implementing explicit instruction strategies. Teachers will utilize the gradual release model to foster independent learning, and incorporate more turn and talk opportunities to promote oral language development. This comprehensive approach will engage students and support their mastery of content. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists
Strategy 2 Details
Strategy 2: Math: 3rd, 4th and 5th grade math students will participate in open ended discussions with justification based on a teacher provided prompt. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists
Strategy 3 Details
Strategy 3: Science: The 5th grade students will answer questions by analyzing charts and data in their daily science assignments to better align the rigor levels of daily activities and assessments. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists

Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Safety training will occur at least once a month during faculty meetings and/or grade level meetings, professional development days, etc. Strategy's Expected Result/Impact: Sampson staff will be able to direct and assist all students and staff during any type of emergency situation. Staff Responsible for Monitoring: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The counselors will present information from Trauma Informed Resilient Schools Training during August professional development days. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, AP Secretary, PBIS data committee
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. All staff members will effectively teach and reward students according to our PBIS- Sampson Strong. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principal Counselors, AP secretary, PBIS data committee

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by .5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Sampson administrative team will recognize staff members with perfect attendance each nine weeks. (breakfast, duty free lunch, catered lunch, etc.) Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .5%. Staff Responsible for Monitoring: Principal, Assistant Principals, AP Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Professional Development Opportunities at Sampson for the current school year will center around differentiation and meeting the needs of the gifted/talented learner. Strategy's Expected Result/Impact: Sampson staff will report at 95% or above on the Employee Perception Survey that professional development at the campus met their needs. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Staff Development liaison

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 1%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parents and guardians will be invited to attend and/or volunteer at a variety of school events to increase their knowledge of our curriculum and/or to celebrate student achievements. Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Instructional Specialists, Campus Secretary, and PTO

Cypress-Fairbanks Independent School District

Sheridan Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details

Strategy 1: RLA: 1st-grade and 2nd-grade reading interventionists will push into classrooms to grow our young readers using the new SIPPS program and Flyleaf decodable readers.

The Language Arts Instructional Specialist will help teachers collaboratively plan for the reading, language, and vocabulary teaching points in our new HMH curriculum.

We will hold mCLASS and MAP trainings along with professional development for K-5 teachers to promote teacher knowledge about how to use mCLASS and MAP data to guide instruction and group students to increase student phonics knowledge and reading comprehension.

We will analyze 3-5 extended constructive responses from 2024 STAAR in order to better understand our strengths and weaknesses in the writing process.

We will purchase student book bags K-3 to use during reading time to organize student reading materials. We will provide each student K-2 with take-home reading envelopes to hold decodable readers to promote reading at home.

Students will attend STAAR reading camps in 3-5 and weekly tutoring in K-5th. Parents will be encouraged to participate in parent academies including Primary Literacy Night to learn strategies to support their children at home.

We will have weekly collaborative planning with each grade level based on rigor and relevance.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists

Strategy 2 Details

Strategy 2: Math: Math instructional specialists will visit classrooms to make sure strategies discussed during collaborative planning sessions are being implemented. We will encourage teachers to attend district professional developments and host campus professional development to improve teacher capacity in math content, use of manipulatives, and academic vocabulary. During collaborative planning we will coach teachers on how to implement blended learning and create purposeful small groups in their classrooms. We will increase the rigor and relevance in classrooms by having data-driven planning to support students' academic growth. As a campus we will offer STAAR camps in 3rd-5th and promote weekly tutoring for students in Kinder-5th. We will encourage parents to attend STEAM night and Parent Academies to support their child at home.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists

Strategy 3 Details

Strategy 3: Science: Teachers and Instructional Specialist will plan and implement a variety of hands-on learning opportunities in order to build academic vocabulary, science content knowledge, and real life application of science concepts.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in social character building through Bringing Out your Best/Character Education Program, and Sanford Harmony.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

1. Salaries: Interventionists will assist 1st and 2nd grade students in reaching their reading goals. Undetermined classroom paras will assist classroom teachers so that students will meet their instructional goals.
2. Extra Duty: 1st - 5th grade teachers will tutor students, focusing on the student groups listed above so that they (students) meet or exceed their instructional goals.
3. Contracted Services: Hands-on Science enrichment experiences through virtual learning with the Garden Lady.
4. Instructional Supplies: Sheridan will purchase printer ink to support teachers' materials in the classroom, STEAM consumables to enrich the curriculum to support hands-on labs, math manipulatives to supplement curriculum to support hands-on math concepts, tutoring snacks, and any additional supplies to help students reach their expected targets on the CIP target table.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year 2024-25, 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
Strategy 1: Campus Safety: Staff will be trained on safety procedures and protocols during August PD and during the school staff meetings. Strategy's Expected Result/Impact: Staff will appropriately respond to safety drills and Protocols. Staff Responsible for Monitoring: Principal and Assistant Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and Assistant Principals
Strategy 3 Details
Strategy 3: Conduct Weekly Door Sweeps throughout the year. Strategy's Expected Result/Impact: Campus door sweeps will be conducted and documented weekly. We will monitor the door sweeps daily. Any observed issues will be addressed with appropriate personnel. Staff Responsible for Monitoring: Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96 % overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The PBIS Committee will address behaviors, including any violent incidents on campus, and will reference the CFISD Report on Violence and Violence Prevention. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, PBIS Committee
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS strategies will be implemented campus wide, including the use of the PBIS Rewards app to ensure that students can be positively rewarded for appropriate behaviors. A campus Spirit Store will be available for students to "buy" tangible reward with their PBIS points. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, PBIS Committee, Teachers, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Increase staff appreciation activities to monthly events. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, APs

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development to build teachers' content knowledge including implementation of small groups, increased rigorous teaching practices, etc. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will provide materials to our families so that they have access to academic resources at home. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Parent Involvement activities include, Parent Academies- Fall and Spring event; Literacy Nights - Fall and Spring event; Family STEAM Night - Spring event; Science Fair - Spring event, and We are the World cultural event. Extra duty pay for teachers to attend will be provided in order to support students in reaching their target on the CIP target table. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists

Cypress-Fairbanks Independent School District

Swenke Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will intentionally plan for Closing the Gap time to focus on individual interventions based on assessment data (2024 STAAR, MAP, and mClass) Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Instructional Specialist
Strategy 2 Details
Strategy 2: Math: Teachers will intentionally plan for Closing the Gap time to focus on individual interventions based on assessment data (2024 STAAR, MAP, and mClass). Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Instructional Specialists
Strategy 3 Details
Strategy 3: Science: Teachers will use assessment data to routinely implement small group instruction that focuses on individual student needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Instructional Specialist
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal, Nurse, and PE teachers

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Staff will participate in Safety training before the start of school and throughout the school year. Exterior Doors will be checked daily and recorded weekly in district binder. Strategy's Expected Result/Impact: Staff will understand all safety measures and follow all procedures. All exterior doors will remain locked and secure at all times. Staff Responsible for Monitoring: Administration Team
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports maintenance of a 95% or higher overall attendance rate. This plan will include an incentive for students with perfect attendance each grading period. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and APs will work to reteach appropriate school behaviors and keep students in class and on our campus. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will hold class meetings to teach and reinforce campus expectations, set behavior goals as a class, team build, and work through problems as a class. Additionally, district character lessons will be taught and reinforced. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals and Counselors

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will share the importance of teacher attendance at multiple staff meetings and celebrate staff with perfect attendance and celebrate with the entire staff each time we have 100% staff attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Administrative Team

Goal 7: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Staff will participate in relevant professional development through district and campus PD opportunities. District PD opportunities will be shared via the Weekly Update, and campus PD will be offered through weekly planning meetings, monthly grade-level meetings, and before or after school training. Strategy's Expected Result/Impact: Teachers will indicate growth towards their Personal Professional Goal as outlined in our appraisal system. Staff will indicate they have opportunities for growth and will indicate that their growth has positively impacted student success. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will remain extremely high and increase by 1%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Information about parent and family events will be shared through the Paw Print, Social Media, Teacher Weekly Emails, the PTO social media, and School Messenger. To encourage attendance, students will be offered incentives for curriculum-related events. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: AP's and Principal

Cypress-Fairbanks Independent School District

Tipps Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR Reading, Math and Science results

Strategy 1 Details
Strategy 1: RLA: All RLA teachers will receive instructional coaching and professional development on how to plan and implement resources with fidelity. The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional Specialist (ELAR) , Primary Specialist, Assistant Principals, Principal - Instructional Leadership Team
Strategy 2 Details
Strategy 2: Math: All math teachers will receive instructional coaching and professional development in providing engaging, interactive and differentiated lessons and how to implement the curriculum with consistency. The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, Principal

Strategy 3 Details

Strategy 3: Science: Science teachers will teach students, with a focus on African American and Emergent Bilingual students. Teachers will provide instruction in targeted vocabulary by utilizing the QSSSA strategy to ensure students are using academic language. They will also utilize SPARC activities, Lead4ward activities, and district and campus-created activities.

The leadership team will complete classroom observations and provide specific feedback and instructional coaching on the implementation of these goals. The formats of this feedback will be informal observations, implementation of The Master Teacher We Climb Walkthrough feedback, and CF-TESS.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Science Specialist, Assistant Principals, Principal

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Physical Education Coach, Assistant Principals and Principal

Strategy 5 Details

Strategy 5: 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: Various After-school enrichment organizations.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Staff sponsors, Assistant Principals

Strategy 6 Details

Strategy 6: At-risk, African American, SPED, and Hispanic 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

1. Professional Development - The leadership team, teaching staff and para-professionals will attend professional development locally to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms which will assist in meeting the goal as specified in the campus CIP.
2. Temporary Workers - Temporary workers will work with students performing interventions to assist in meeting or exceeding instructional targets.
3. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension to meet or exceed instructional targets.
5. Technology Supportive Tools - Monitors, laptop stands and other instructional technology tools to support the instructional environment for teachers.
6. Testing Strategies - Provide support with testing to ensure student success.
8. Replenish books in the book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice.

Staff Responsible for Monitoring: Teachers, Librarian, Instructional Specialists, Assistant Principals, Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: By the end of the current school year, our campus will demonstrate safe practices of behavior by following the PBIS Matrices for Responsible, Ownership, Always Safe, Respectful behaviors of all students at a 90% or better rate of completion. Strategy's Expected Result/Impact: Staff and students will learn, practice and apply ROAR expectations in all settings at school. These practices will result in a decrease of office referrals by 10%. Staff Responsible for Monitoring: PBIS Leadership Team, Behavior Coach, Assistant Principals
Strategy 2 Details
Strategy 2: Campus Safety: Recognize and promote safe practices involving drugs and alcohol in the community. Highlight strategies that will keep students safe during Red Ribbon Week and all year through our PBIS lessons. Strategy's Expected Result/Impact: Students will develop healthy habits and stay safe by understanding and using ways to stay drug and alcohol free. Students will be an advocate for others in dangerous situations. Staff Responsible for Monitoring: Counselors, Assistant Principals, Principal
Strategy 3 Details
Strategy 3: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: EOP Campus Representative, Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Student Attendance: Students will be recognized for perfect attendance each nine weeks. Staff will contact students who are absent for 3 or more days to determine reason for absence. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%. Staff Responsible for Monitoring: Homeroom Teachers, Counselors, Assistant Principals, Registrar, Principal
Strategy 2 Details
Strategy 2: Student Attendance: Student and Parent attendance certificates will take place at the end of each nine weeks. We will provide parents with information about the importance of attendance through our monthly newsletter. Strategy's Expected Result/Impact: Increase student attendance to 95% for the school year. Staff Responsible for Monitoring: Homeroom Teachers, Counselors, Assistant Principals, Registrar, Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Our students will participate in a variety of activities that will foster a positive culture of acceptance and accountability. Activities will include Cy-Fair Sam presentations, PBIS Matrix implementation, and character development counselor presentations. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Behavior Coach, Counselors, Principal, Assistant Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. By the end of the current school year, campus staff will implement the PBIS practices 95% of the time. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 25% from the previous year.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for perfect attendance monthly with a certificate and special shoutout. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 25%. Staff Responsible for Monitoring: Counselors, Assistant Principal, Principal
Strategy 2 Details
Strategy 2: Teacher/Paraprofessional Retention activities to promote a culture of teamwork and celebration. Each month, the campus staff will be celebrated through thank you notes, special dress days, special snacks, catered meals and other incentives to celebrate their work. We will implement team builders throughout the school year. Strategy's Expected Result/Impact: Increase in morale across the campus resulting in 88% or higher on the Employee Perception Survey. Staff Responsible for Monitoring: Principal, Administrative Team, Campus Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Teachers will participate in the Sibme coaching program. Strategy's Expected Result/Impact: 100% of our teachers will receive coaching on a specific area of growth through the Sibme platform.. Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, Principals
Strategy 2 Details
Strategy 2: High-Quality Professional Development: Teachers will participate in the Project Class Program and implement the PBIS Program to support classroom management. Strategy's Expected Result/Impact: Teachers will implement the Project Class and PBIS Matrices Behavior Expectations of all students throughout the school year at 95% success rate as measured by office referrals. This will give teachers the skills to deescalate behavior and teach appropriate social skills to students. Staff Responsible for Monitoring: PBIS Leadership Team, Assistant Principals

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: 75% of our students' parent/guardians will attend parent engagement activities.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will provide a curriculum night and parent presentation to ensure parents understand how to support their students at home academically and with emotional regulation. We will provide at home resources for parents to use with their students to decrease learning gaps. Strategy's Expected Result/Impact: Parent and family engagement events will have 75% of the parents participating. Staff Responsible for Monitoring: Classroom Teachers, Assistant Principal, Principal

Cypress-Fairbanks Independent School District
Walker Elementary School
2024-2025

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details

Strategy 1: RLA: Instructional Specialists and interventionists will help align and provide training in effective strategy groups and phonics instruction to ensure direct instruction is properly planned for students in grades PK-5. Classroom data will be used to design specific plans to intensify lessons for specific groups of students.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Math: Instructional Specialists and Interventionists will help align and plan lessons that allow for real world connections, higher level learning opportunities, enhanced vocabulary, calculation practice, comprehension, fact fluency and focused number sense lessons by incorporating daily content conversations. Focus also on helping students use purposeful strategies when choosing appropriate operations.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Science: Instructional Specialists and teachers will ensure alignment for learning vocabulary in the science classrooms while learning and applying the new Texas Science TEKS.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: PE teacher and Principal

Strategy 5 Details

Strategy 5: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

1. Salaries - Reading Interventionists will provide extra support in reading classrooms with a focus on phonics and comprehension for students that are in need. 1st and 5th grade Class Size Reduction will be able to provide students a smaller and more intensive learning environment that specifically targets academic needs. Behavior Coach will be able to provide students and staff assistance with engaging lessons that allow for hands on learning while implementing social skills and emotional regularity.

Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.

Strategy 6 Details

Strategy 6: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. More natural consequences and limit time away from initial classroom instruction. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Community Circles will be done every Monday in homeroom classes. Topics will be based on need and discipline data. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principals and Principal.

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 15%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Maintain consistent emphasis on initial instruction by classroom teachers and celebrating perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 15%. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: District Professional Development and specific campus based ongoing staff development through Vertical Team Meetings. Strategy's Expected Result/Impact: Vertically aligned campus in all subject areas. Providing teachers with opportunities to successfully navigate digital learning and future ready skills. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal.

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 35%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Provide opportunities to promote involvement that will in turn support education and safety. Will encourage families to participate in support of campus initiatives. Strategy's Expected Result/Impact: Parent and family engagement will increase by 35%. Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principal and Principal.

Cypress-Fairbanks Independent School District

Warner Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Target students for Read 180 instruction for 4th and 5th grade students. Teachers will use components of the reading/language arts curriculum to close the gaps within our targeted sub populations. Teachers will continue with online assessments such as TFAR and cambium to help prepare students for the online testing platform for STAAR. Teachers will incorporate more opportunities SCR into lessons. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant principal, Instructional Specialists, classroom teachers.
Strategy 2 Details
Strategy 2: Math: Teachers will build in opportunities for students to work in small groups, use data to differentiate and individualize instruction. We will utilize ST math with our students tracking usage and increase the use of manipulatives within the classroom. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant principals, Instructional specialist, classroom teachers.
Strategy 3 Details
Strategy 3: Science: Focus on building science vocabulary within written responses and provide hands-on learning experiences. Continue with the interactive garden providing real world, hands-on opportunities for students. Use testing data to form small groups and differentiate learning. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant principal, Instructional specialist, Teachers.

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal, Assistant principals, Instructional specialist, Teachers.

Strategy 5 Details

Strategy 5: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Continue to train staff on safety methods, drills and safety plans. Staff Responsible for Monitoring: Administrative team,
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher. We will call grade levels over the announcements if their attendance was 95% or above for the previous week. Students will be recognized for perfect attendance with a bracelet and if they have their bracelet on the day we call a surprise reward for them. At the end the year all names with perfect attendance will go into a drawing for a surprise reward.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

High Priority

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue using project safety monthly lessons, the counselor will continue core essential values, bully prevention, guidance lessons, character trait lessons monthly with students. Staff has been trained on suicide prevention. TIPLINE-used to report bullying anonymously. We will continue to assign adult mentors and PALS at Cy-Ranch HS to work with our students. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, APs, Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. We will continue to use the PBIS as a school-wide behavior incentive program, to ensure appropriate behaviors are consistently taught and expected. We have move to a digital program to recognize students showing their Warner PRIDE, parents are able to log in to see how their children are doing. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: All Staff

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at 95% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for each 9 weeks for perfect attendance, semester perfect attendance and full year perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3.25%. Staff Responsible for Monitoring: All

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Guided Reading training with Shonda Guthrie, math training with Garland Linkenhoger training, schoology, Digital Learning Conference Strategy's Expected Result/Impact: Increased technology within the classroom lessons, provide hands on math instruction, schoology lessons for on line learning. Staff Responsible for Monitoring: Administrative team

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Increase communication using various methods to encourage parent/community involvement in school related functions. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.

Cypress-Fairbanks Independent School District

Wells Elementary School

2024-2025



Goals

Revised/Approved: October 11, 2024

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: After becoming more familiar with the HMH curriculum and knowing what to anticipate with the spiraling of skills, we will take the necessary steps to be in alignment as a campus with the instructional strategies and/or graphics that serve as effective and consistent learning processes for students. We will also use monitoring notebooks/ SAM trackers to inform our plans for instruction and decision-making process for small groups. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: K-5 ELAR IS Reading Interventionist
Strategy 2 Details
Strategy 2: RLA: We will have all 3rd-5th students and ELAR teachers attend Karen Lowery Storytelling sessions and participate in classroom challenges to improve writing and help us meet our targets. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: ELAR Instructional Specialist, Assistant Principals & Principal
Strategy 3 Details
Strategy 3: Math: Teachers will use assessment data to plan and implement small group instruction that focuses on individual student needs while utilizing manipulatives to begin with concrete representations before moving to representational and abstract models of mathematical concepts. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math/Science IS

Strategy 4 Details
Strategy 4: Science: Teachers will use assessment data to routinely implement small group instruction that focuses on individual student needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math/Science IS
Strategy 5 Details
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: PE Teachers and AP's

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029 Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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

Strategy 1 Details
Strategy 1: Campus Safety: All staff members will receive training on campus Emergency Operations Plan and safety procedures throughout the year. Strategy's Expected Result/Impact: Staff is confident and capable in regards to our student safety and our Emergency Operations Protocols. Staff Responsible for Monitoring: Principal & EOP Representative (AP)
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and EOP Representative

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95.21% overall attendance rate. Student Incitative Attendance Plan - Weekly: Fun Friday (10-minute activity) for exemplary attendance. Monthly: Attendance Prize Raffles. Quarterly: Attendance Celebrations & Attendance ; Recognition on Advisory Strategy's Expected Result/Impact: 95.21% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals & Classroom Teachers
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95.21% overall attendance rate Staff Responsible for Monitoring: Registrar, Classroom Teachers, Counselor, Assistant Principals & Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Continue use of our effective systems and PBIS strategies. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We have an extremely low number of office referrals driven by a few students. We will continue our effective systems and PBIS strategies in order not to exceed 5% of our student population. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: All staff will use discretion with absences and we will recognize staff with perfect attendance periodically. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal, AP's, Campus Secretary
Strategy 2 Details
Strategy 2: Staff will be recognized quarterly for exemplary attendance. Strategy's Expected Result/Impact: Increase staff attendance by 3% Staff Responsible for Monitoring: Principal and Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Provide and promote a menu of options for professional development that allow for flexibility in format and a variety of topics relating to our campus and individual teacher goals. Strategy's Expected Result/Impact: Teachers are provided with high quality training that enables them to effectively support our campus goals and student needs by implementing best practices. Staff Responsible for Monitoring: Principal, IS's, Assistant Principals
Strategy 2 Details
Strategy 2: Professional Development: Shonda Guthrie Primary Phonics. We will have all K-2nd ELAR teachers, along with the ELAR Instructional Specialist, attend phonics training to align instruction with state standards and curriculum. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: ELAR Instructional Specialist, Assistant Principals, & Principal
Strategy 3 Details
Strategy 3: We will have all of our 1st -5th ELAR teachers attend professional development sessions with Elizabeth Martin - ELAR Consultant. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: ELAR Instructional Specialist, Assistant Principals, Principal
Strategy 4 Details
Strategy 4: Professional Development: N2 Learning Teacher Institute. We have 1 ELAR teacher per grade level, plus our ELAR IS, that will be attending this cohort that will meet 6 times throughout the year to focus on engagement and strategies aligned with personalized learning for all students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: ELAR Instructional Specialist, Assistant Principals and Principal

Strategy 5 Details
Strategy 5: We will have all of our K-5 math teachers attend professional development sessions with Garland Linkenhoger, math consultant. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Math Instructional Specialist, Assistant Principals, & Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will continue to engage parents/community through our VIPs and campus communication to increase involvement and attendance at campus events. Strategy's Expected Result/Impact: Parent and family engagement will be supported through consistent communication through the use of School Messenger and the Wells School Info App. Staff Responsible for Monitoring: Principal, Classroom Teachers and Assistant Principals
Strategy 2 Details
Strategy 2: We will offer two interactive classroom parent involvement activities a year for each grade level during the school day. Strategy's Expected Result/Impact: Parent involvement events will have an attendance rate of 80% or higher by our parents/guardians. Staff Responsible for Monitoring: Assistant principals and Administrative Secretary
Strategy 3 Details
Strategy 3: We will offer one off-campus field trip a year for each grade level during the school day. Depending on the field trip, one to two parents per homeroom will be able to assist the students on the field trip. Strategy's Expected Result/Impact: All VIPs's volunteer spots will be filled for each field trip. Staff Responsible for Monitoring: Grade Level AP
Strategy 4 Details
Strategy 4: We will host a minimum of two large family events outside school hours; the Annual Wells Winter 5K run and our annual Wells #FBF Family Festival in March. Strategy's Expected Result/Impact: We will have a parent/family involvement rate of 50% or higher at each event. Staff Responsible for Monitoring: Assistant Principals through Fun Run Sign-Up & #FBF Ticket Sales

Cypress-Fairbanks Independent School District

Willbern Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will use high yield instructional strategies to execute plans that incorporate differentiated small group instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Math: Teachers will use differentiated instruction, critical writing and student collaboration into their daily routines. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 3 Details
Strategy 3: Science: Teachers will use high yield instructional strategies to execute plans that incorporate implicit vocabulary instruction, small groups and hands-on experiments. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
Strategy 4 Details
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Young Men of Honor, Girl Power, Bringing Out the Best Character Education Program, Willbern Glow Squad, Texas Twisters Jump Rope club, counselor Guidance Lessons and groups.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: IS,AP, Principal

Strategy 6 Details

Strategy 6: At-risk 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Administration will provide opportunities for discussion and direct instruction on safety protocols at Willbern Elementary on a monthly basis through staff newsletters and direct feedback. Strategy's Expected Result/Impact: 100% of students and staff will be aware of and comply with all safety measures and protocols. Staff Responsible for Monitoring: AP, Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal, Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Counselors provide monthly guidance lessons to teach coping skills and emotional regulation. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Counselors, Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will implement PBIS Reward system to build upon our focus on positive behavior supports. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: BI, AP

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized twice a 9 weeks for perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%. Staff Responsible for Monitoring: Campus Secretary, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Staff development will be offered to staff based on needs based surveys to include content-specific consultants, book studies, and new teacher academies. Strategy's Expected Result/Impact: Increased student achievement toward meeting all CIP targets under Goal 1. Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Provide numerous opportunities for parents and families to participate in the life of the school. Promote staff involvement by providing extra-duty compensation for operating PAFE events outside typical school hours. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.

Cypress-Fairbanks Independent School District

Wilson Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Teachers will provide engaging, rigorous, student centered, hands-on, interactive learning experiences for all students. Teachers will attend professional development to increase knowledge of curriculum and participate in purposeful planning to focus on differentiation and meeting the needs of all students through small group instruction. Teachers will use tangible items, more visual supports, and create anchor charts with students to provide visual representation to their learning. The campus will provide interventions to students not meeting grade level standards. The instructional team will coach staff on best instructional practices by providing guidance, feedback, modeling, and opportunities to observe colleagues in order to best meet the needs of all students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, ISS, Instructional leadership team-including APs and Principal, Interventionists and Paraprofessionals
Strategy 2 Details
Strategy 2: Math: Teachers will provide rigorous, engaging, hands-on, interactive lessons to all students. Teachers will use manipulatives, visuals, create anchor charts with students to deepen student understanding. Teachers will intentionally teach students how to purposefully use manipulatives, concrete models, and picture supports to enhance learning. Teachers will attend professional development, collaborate with colleagues, reflect on lessons, and receive feedback from instructional coaches and ISS. Teachers will purposefully plan for differentiated small group lessons and provide interventions to students not meeting grade level standards. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, ISS, Instructional Leadership Team-including APs and Principal, Interventionists, and paraprofessionals.
Strategy 3 Details
Strategy 3: Science: Teachers will provide engaging, hands-on, rigorous lessons including science experiments and experiences. Teachers will participate in professional development and purposeful planning for differentiation to implement effective strategies that will improve scores and meet the needs of all students. We will provide interventions to students who are not meeting grade level standards. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, ISS, Instructional Leadership Team-including APs and Principal, and paraprofessionals.

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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:

PALS with Wilson 5th grade and Kinder & Cy Lakes HS(2nd grade), Wilson Basketball Team, 1st grade Houston Ballet, Student Council, 5th Grade Choral Festival, Name that Book, Spelling Bee for grades 3-5, College and Career Week, Red Ribbon Week, The Beauty of Wilson (Multicultural PK-5), Wilson Science Fair PK-5, Technology Showcase, Da Vinci Day, GT/Horizon Showcase, Math and Reading Camps, tutoring/enrichment programs for grades 2-5, Girls with Pearls, Rising Young Men, Art Club, Choir, Step Team, and a variety of different clubs.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Student Council sponsor, PBIS Campus Leaders, Counselors, large group teachers, librarian, counselors, Club Leaders.
(Composed of teachers and Admin)

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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. At-Risk funding to support this performance objective is allocated to purchase materials and supplies for at-risk students in tutoring, campus and intervention groups.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Train all faculty and staff on Emergency Operations Plan and Crisis protocols. Train staff and parents on safety language and procedures (i.e. Lockout, Lockdown, Shelter, Hold, etc.) Inform staff and parents of the reunification process and procedures. Have plan in place for campus notification and make staff and parents aware of the messaging system, if ever there were an emergency. Train front office staff on receptionist and front desk expectations, customer service and role in an emergency Strategy's Expected Result/Impact: Create opportunities to rehearse procedures in case of an emergency. Create a safe learning and working environment for all students, faculty and staff. Increase safety drill language and expectations. Staff Responsible for Monitoring: Principal EOP Coordinator (AP) All staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal EOP (AP)

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, BC, At-Risk

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. At Wilson we will implement Project Safety Lessons, Guidance lessons, and our campus will continue to implement Kindness Lessons. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Counselors, Behavior Coach, APs, Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. At Wilson, we will implement the following strategies to support Restorative Discipline: Orientations for new students Project Safety, daily class meetings Tipline Digisafe Student Code of Conduct Meetings Consistent communication with families Work with parents on parenting skills and technology awareness. Provide staff with restorative practices training and classroom management Professional Development. Participate in PBIS Student club opportunities Wilson Student Pledge and Wilson Student Handbook (PBIS) PALS Community Mentors Round Up Wranglers-staff mentors Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Behavior Coach, APs, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 20%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 20% by implementing attendance incentive plan. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 20%. Staff Responsible for Monitoring: AP, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 98% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Wilson Walks (WeClimb Snapshot Instructional Observations)
Wilson Sibme Coaching Cycle
CF-Tess Walk Throughs -Formal and Informal
Lesson Plans
Planning

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Provide campus purposeful professional development targeted to our specific campus needs: Differentiation, Meeting the needs of all students through Small Groups, Using technology to create more engaging lessons, Serving students with disabilities. Strategy's Expected Result/Impact: Campus teaching and implementing strategies to help all students learn in a safe environment. Instruction will be rigorous and engaging for all students Staff Responsible for Monitoring: AP's, IS's, Teacher, At-Risk, Instructional Leadership Team, Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Our campus will utilize social media, the campus website and fliers to communicate events and opportunities for visiting and volunteering on the campus. Parents will have an opportunity to work in conjunction with the school and have a home/school partnership. Create a partnership with parents to build stronger, long lasting relationships. Promote staff involvement by providing extra-duty compensation for operating PAFE events inside and outside typical school hours. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal Title I Specialist Campus Secretary

Cypress-Fairbanks Independent School District
Woodard Elementary School
2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details
Strategy 1: RLA: Our Reading performance by sup pops (African American, EB, White, Asian, Hispanic, and SpEd) students need improvement in comparison to other subgroups. Root Cause: RLA: We need to purposefully plan systematic and explicit instruction, academic conversation, and practice purposeful small groups with our (African American, EB, White, Asian, Hispanic, and SpEd) students specifically in mind to grow our students at the Meets and Masters level. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals
Strategy 2 Details
Strategy 2: Math: Our Math performance by sub pops (Asian, White, African American, EB, and SpEd) students need improvement compared to other comparison subgroups. Root Cause: Math: We need to prepare, plan, and think critically to be proactive in teaching small group instruction, interactive vocabulary skills, utilizing mathematical conversations, and critically based thinking strategies. These strategies will help our students in real-world problem-solving skills to increase our Approaches, Meets, and Masters passing standards. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals
Strategy 3 Details
Strategy 3: Science: Our Science performance by sub pops (African American, White, Asian, EB, and SpEd) students need improvement in comparison to other subgroups. Root Cause: Science: We need to purposefully plan small groups tailored towards specific TEKS, interactive vocabulary activities, and real-world/relevant experiences in science, as well as incorporate writing into science to increase our Approaches, Meets, and Masters passing standards. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal, APs, ISSs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals

Strategy 5 Details

Strategy 5: 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: Pup Squad Dance for PK, Pom Squad K-2nd grade, Woodard Dance Team for 3rd-5th grade, Art Team for 5th grade, Yearbook Team for 5th grade, Honor Choir & Drumline for 4th-5th grade, Wolves on the Run Team 1st-5th grade, Volleyball Team for 4th-5th, Science Team for 3rd, 4th & 5th grade, Young Men of Distinction for 3rd-5th grade, Girls Eliminating Modern Stereotypes (G.E.M.S.) for 4th & 5th grade, DaVinci Day, Cy-Woods Vertical Showcase for Gifted & Talented students in 1st-5th grade, District Choral Festival for 5th grade, Spelling Bee for 3rd-5th grade and STEM Friday in grades 1-5 so all students can participate.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISSs, Instructional Teaching Staff and Testing Coordinator

Strategy 6 Details

Strategy 6: At-Risk: 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. At-risk (African American, SPED, EB) 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.

1. Salaries:

*The ELAR interventionist will assist in ensuring the academic needs of our students are met.

*The Testing Coordinator will work with teaching staff leading campus SIT meetings regarding students who are At-risk and will monitor campus assessments to help teachers monitor students who are working below grade level, so all students are growing towards campus goals of 90% Approaches, 60% Meets, and 30% Masters. Campus Testing Coordinator delivers all assessments, establishing protocols for each assessment, collecting results, disaggregating the data, and delivering back to teachers (MAP, District Assessments, TELPAS, TELPAS Alt, STAAR, STAAR ALT 2, GT). Testing Coordinator will assist AP/Principal with TIA data.

*The Behavior Coach will work with students who are at-risk behaviorally and identified as Red or Yellow on PBIS Tier system. The behavior coach will work with teachers on classroom management strategies and identify appropriate classroom interventions to support children at-risk. The Behavior Coach will create behavior plans and take the data to lead the PBIS committee.

2. Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments 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.

3. Instructional Supplies: Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons.

4. Student, PAFE snacks and supplies will be used to support before/after school events such as Curriculum Night for Reading and Math hands-on activities to model strategies for parents to use at home to support their children.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, Instructional Specialist, Instructional Teaching Staff, Paraprofessionals, Testing Coordinator

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and Testing Coordinator

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: The Safety Task Force Rep at each grade level will continue to monitor/revise the EOP by meeting regularly with the APs, ensure drills are executed with fidelity, and tabletop scenarios are practiced on a regular basis with a campus shared language of the Standard Safety Protocols. Health & Safety Procedures have been added across the campus. Strategy's Expected Result/Impact: Improved Standard Safety Protocol of Shared Language in Response to an Emergency or Crisis Staff Responsible for Monitoring: None
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: None

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Student Attendance: Students will be acknowledged for perfect attendance and exemplary attendance each 9-weeks through certificates and WOW Rallies. A campus drawing will be done during each WOW Rally for perfect attendance for one student. All perfect attendance students will be acknowledged with a special PACK wristband and will be given opportunities for random incentives such as (extra recess, dance parties, and scooter races.. etc). Each week, students will be given \$5 PACK Cash if they have perfect attendance. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs, Campus Registrar
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Violence Prevention will remain at 0% of violent incidents as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our LSCI training, PBIS strategies and Student Services Training for BCs/APs. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Coach and AP Secretary
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our LSCI training, PBIS strategies and Student Services Training for BCs/APs. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Coach

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will provide weekly incentives for perfect attendance to earn \$10 Brenz Bucks. Each 9-weeks we provide incentives based on attendance to include things such as certificates, public acknowledgments and pre-packaged snacks for those that meet the target attendance each 9-weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal, APs, Principal Secretary, PBIS Committee

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2024-25 school year, 100% of teachers will receive job targeted professional development based on identified needs of our student's academic, behavioral and social-emotional needs.

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Our whole campus CTE was on improving students' social and emotional health. Strategy's Expected Result/Impact: The result of this learning is to have a mental framework as to where our students are coming from and appropriately manage their social and emotional health. Staff Responsible for Monitoring: Principal, APs, & Vertical Teams
Strategy 2 Details
Strategy 2: High-Quality Professional Development: Our whole campus will complete the use the free online resources via ASCD to address the behavioral and social-emotional needs of our students. Strategy's Expected Result/Impact: The result of this learning is to have a mental framework as to where our students are coming from emotionally as part of the social skills foundation needed to address academic growth. Staff Responsible for Monitoring: Principal, APs, & Teaching Staff

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will be maintained.

Evaluation Data Sources: Parent participation at campus/off-campus events, parent communication with the campus staff, and parent support/participation for meetings in person and on Zoom.

Strategy 1 Details
Strategy 1: The staff will host a Fall & Spring Curriculum Night for parents with students in grades PK-5. This will be offered face-to-face and sent out afterwards via email with slides and detailed notes to support working parents. Strategy's Expected Result/Impact: Parents will be active participants in their child's education if they understand the curriculum, instruction and assessment needs at each grade level. Staff Responsible for Monitoring: Principal/APs/ISs/Grade Level Teachers

Cypress-Fairbanks Independent School District

Yeager Elementary School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details

Strategy 1: RLA: Teachers will use monitoring notebook data to plan for explicit, differentiated instruction as well as rigorous questioning stems to increase student engagement during instruction.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, District Coach

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Math: Teachers will implement data driven, high-yield strategies including modeling, structured conversations, hands-on experiences with manipulatives, and direct/explicit instruction to increase student engagement.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, District Coach

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Science: Students will participate in hands-on, engaging lessons and encourage scientific vocabulary development through interactive word walls or anchor charts.
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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: Closing the Gap, Counselor Talks, Field Trips, Health and Nutrition events, etc. We will offer choir and student leadership opportunities to our fifth graders.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Instructional Specialists, Counselors, Assistant Principals, Principal, PE Coach, Music Teacher

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 6 Details

Strategy 6: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

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.

- 1) Employ supplemental staff
- 2) Engage temporary workers to enhance targeted instruction and tutorials.
- 3) Provide supplemental classroom supplies and materials.

Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds for class size reduction to help with 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

Strategy 5 Details
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 4 Details
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal
Strategy 5 Details
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

Strategy 6 Details
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Lessons on character education will be taught each month, along with anti-victimization lessons from our school counselors, Bringing out the Best lessons, and classroom-specific morning meetings. Students, staff, and community will be aware of Cy-Fair Tipline and understand how to use it. Strategy's Expected Result/Impact: Decrease number of office referrals and reports of bullying. Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, PBIS Committee
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal, Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Our campus will continue to use and teach Bringing Out The Best and other SEL resources to promote positive behaviors over violence. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Counselors, PBIS Team, Assistant Principals, teachers, staff, Behavior Interventionists
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Staff will attend training in PBIS and Restorative Practices. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, PBIS Team, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Provide incentives for staff attendance every nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: All teachers will participate in High-Quality Professional Development. Teachers will be provided with opportunities to attend professional development in the areas of classroom management, content-specific instructional models, as well as meeting the social-emotional needs of students. Strategy's Expected Result/Impact: Teachers will deliver engaging lessons and implement strategies to build classroom community. Staff Responsible for Monitoring: Instructional Specialists, APs, Principal, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parents and students will participate in virtual and face-to-face family engagement activities such as : Meet the Teacher Open House STEAM Night Field Day VIPs Meetings Winter Wonderland Lucky For You Dance Skate Night Yoga Under the Stars Grade level performances Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Yeager Elementary is promoting family involvement with a individual educational activity to promote literacy and family time. Staff Responsible for Monitoring: PEAM staff, Principal, APs, ISs TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture

Cypress-Fairbanks Independent School District

Anthony Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Teachers will intentionally plan for and provide strategies for students to process academic vocabulary and make cross-curricular connections. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS
Strategy 2 Details
Strategy 2: Math: Teachers will intentionally plan Closing the Gap lessons to be vertically aligned with prior and future content to assist the Economically Disadvantaged student group in performing at the Master's level. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS
Strategy 3 Details
Strategy 3: Science: Teachers will plan purposeful interleaving opportunities over previous concepts in order to strengthen academic vocabulary and reading comprehension. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS
Strategy 4 Details
Strategy 4: Social Studies: Teachers will plan purposeful and structured opportunities for retrieval practices in lessons and Closing the Gap (CTG) time. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: Counselors and Academic Achievement Specialist will meet after every progress report and work with teachers to establish an intervention for all students in danger of earning a failing grade for a marking period. Registrar will notify the Director of Instruction and Assistant Principal when any student accumulates 5 or more unexcused absences or when any student exceeds 10 total absences.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Counselors; Academic Achievement Specialist; Registrar; Director of Instruction; Assistant Principals

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 9: At-Risk: Students with an identified area of need based on STAAR will be provided with additional academic support based on their specific academic needs. Students who did not pass the Reading and/or Math STAAR will be granted subscriptions to IXL, and students will work on this program during Closing the Gap each week. Other Reading course interventions such as READ 180 and Academic Learning Lab will be offered to students who qualify.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: All staff and students will implement campus intake, transition, and dismissal procedures. This includes assigned student entry (cafeteria doors and car rider doors), all staff assigned duty locations throughout the building, and all students moving directly to their assigned area or classroom. Also, additional staff members (including clerical staff and teachers with conference periods) are assigned to high-traffic areas throughout the day. All staff implement and maintain one-way hallways and staircases. A school-wide system for entering and exiting the classroom has been designed and implemented by all staff. Strategy's Expected Result/Impact: Students transition safely and efficiently throughout the building during the school day. Staff Responsible for Monitoring: Assistant Principals; Principal
Strategy 2 Details
Strategy 2: Campus leaders will conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Administrators will engage in consistent reflection and evaluation of processes. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principals; Principal; Campus resource officer
Strategy 3 Details
Strategy 3: All staff will follow district expectation of all exterior and interior doors remaining locked. Frequent sweeps of exterior and classroom doors are conducted to remedy vulnerabilities. All staff will implement timely communication processes and reporting of necessary repairs to ensure all interior doors remain closed and locked during instructional time and when students are on campus. Strategy's Expected Result/Impact: 100% of exterior and interior doors will remain locked to ensure all students remain safe. Staff Responsible for Monitoring: Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a recognition system for students with high attendance rates. Students with perfect attendance will receive certificates. Students with high attendance rates (0-3 absences in a marking period) will be awarded PBIS Talon Tokens to spend at the school store. Strategy's Expected Result/Impact: 97% overall attendance rate Staff Responsible for Monitoring: Assistant Principals; Principal
Strategy 2 Details
Strategy 2: Teachers will make parent contact for every student who has three (3) consecutive unexcused absences. Additionally, the attendance office personnel will make parent contact for excused absences that exceed three (3) days in order to check in and confirm the date for return to school. Strategy's Expected Result/Impact: 97% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Assistant principals and counselors will train teachers during monthly staff meetings with strategies that address students' social intelligence. Students are also encouraged by staff, through the campus code of conduct assemblies and regular announcements to "say something" by reporting suspicious or worrisome behaviors to staff members or through the Tipline. Monthly PBIS Advisory lessons and Bringing Out the Best lessons will support students in recognizing dangerous behaviors. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Counselors; Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. 1) Implementation of classroom social contracts 2) Implementation of PBIS rewards will be utilized to reward and encourage RISE behaviors 3) school-wide system for students entering and exiting the classroom to support a positive learning environment; and 3) creating advisory lessons to address RISE behaviors and character traits. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals; Principal; Behavior Interventionist; Counselors

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be 97% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: All teachers at Anthony Middle School will either sponsor a club or serve on a committee in order to connect with one another and develop camaraderie. Additionally, on various Fridays throughout the year, teachers are invited to participate in fun activities that include dress-up days and Treat-me Fridays. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 7%. Staff Responsible for Monitoring: Principal; Director of Instruction; Social Committee

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: All teachers participated in August professional development tied to our campus instructional goal of creating and using assessments to design responsive instruction to meet the needs of all learners. Additionally, all teachers will participate in critical writing training twice a semester to support our cross-curricular instructional strategy. Finally, just-in-time PD will be offered based on teacher input and the campus goals related to instruction, positive relationships, or technology. Strategy's Expected Result/Impact: Teachers will create and implement assessments that are aligned to the TEKS and to instruction, thereby increasing student performance on unit tests. Teachers will use bite-sized PD as part of their own professional development plan related to achieving their professional goals. Staff Responsible for Monitoring: Director of Instruction; Principal
Strategy 2 Details
Strategy 2: We will recognize and celebrate the work being done by Anthony staff individually and as teams through our monthly Raven Dave Awards and content team awards. Additionally, great news that highlights students and staff will be posted on social media on a weekly basis and in the school staff newsletter. Strategy's Expected Result/Impact: Use of best instructional practices throughout the campus will increase as a result of positive reinforcement. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS
Strategy 3 Details
Strategy 3: The instructional coaching team will guide Anthony teachers through the coaching cycle by observing, providing feedback, modeling, co-teaching, just-in-time PD, and encouraging reflective practices. Strategy's Expected Result/Impact: Teachers will increase use of best practices through at least two coaching cycles using Sibme in order to increase student achievement. Staff Responsible for Monitoring: Principal, Director of Instruction

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Anthony Middle School will communicate electronically through the use of School Messenger (twice per month) and Schoology, as well as regular use of the electronic marquee, which will be updated weekly. Additionally weekly social media posts related to both academics and extracurricular activities will occur throughout the school year. Parent events, such as Open House, Raven Express, Parent UIL meetings, and Electives Nights, will also be offered. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal Director of Instruction Asst. Principals
Strategy 2 Details
Strategy 2: Anthony Athletics students will engage with the surrounding community by leading community service projects: one in the fall and one in the spring. Strategy's Expected Result/Impact: Perpetuate positive interaction between the school and the community Staff Responsible for Monitoring: Athletic Directors: Tami Combs and Kevin Chavis
Strategy 3 Details
Strategy 3: Counselors will host Parent Education Nights and monthly Coffee Talks throughout the school year for parents and community members to meet and discuss current activities, trends, and issues at Anthony Middle School. Strategy's Expected Result/Impact: Communication between school and community will improve. Staff Responsible for Monitoring: Counselors

Cypress-Fairbanks Independent School District

Aragon Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Reading and Language Arts teachers will provide small group instruction to model in-depth analysis of texts and writing prompts, and give students opportunities to demonstrate their understanding both orally and in writing using academic language. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Reading and Language Arts Department, Reading and Language Arts CCIS, Administration
Strategy 2 Details
Strategy 2: Math: Math teachers will maximize student growth by providing opportunities for productive struggle and critical thinking through small groups using purposeful questioning strategies to guide student discourse and cognitive engagement. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math Department, Math CCIS, Administration
Strategy 3 Details
Strategy 3: Science: Science teachers will increase student performance by maximizing the impact of first time quality instruction using small groups and hands-on activities. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science Department, Science CCIS, Administration

Strategy 4 Details

Strategy 4: Social Studies: Social Studies teachers will use accessible vocabulary and relevant connections to help students retain historical events using strategies such as small groups, word walls, and student discourse.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies Department, Social Studies CCIS, Administration

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: Aragon will follow up with at-risk students and those not attending school to find ways that work with families to get kids to school.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Registrar, Counselors, Administration

Strategy 7 Details

Strategy 7: 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: Bringing Out the Best activities, PBIS lessons and leadership, Student Council, a variety of clubs, fine arts activities, and UIL athletics/ fine arts.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: All staff

Strategy 8 Details

Strategy 8: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Director of Instruction, Director of Instruction Helping Teacher

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS and Core Content Teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Students in all grade levels will receive safety lessons periodically though Advisory. Lessons will include procedures and scenarios to be discussed and practiced as a class with the teacher. Strategy's Expected Result/Impact: Students will know how to react in an emergency situation. Staff Responsible for Monitoring: All campus staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: All campus staff, Registrar, Administration
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Registrar, Administration

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Aragon will continue to provide violent prevention training through counseling and assistant principal grade level meetings. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Assistant Principals, Counselors, BI, Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Administrators and teachers will provide more restorative discipline practices including restorative circles in an effort to reduce student discipline data. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, DMC Coordinator, Counselors, BI, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase/remain above 95%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Aragon will provide attendance awards for staff with perfect attendance and recognition for those with fewer than two absences a semester. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase/remain about 95%. Staff Responsible for Monitoring: Principal, Director of Instruction, Substitute Representative, Appraisers

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Aragon will provide on-campus professional development each month to all staff in an effort to increase technology understanding, classroom management and engagement. We will also suggest district provided professional development for more targeted content based instructional development of teachers. Strategy's Expected Result/Impact: Teachers will participate in professional developments and use learned strategies in their classroom. The CCIS/Appraiser will conduct walk-throughs to observe implementation. Staff Responsible for Monitoring: Principal, Director of Instruction, Technology Liaison, Administration, CCIS

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, community family engagement will increase by 10%.

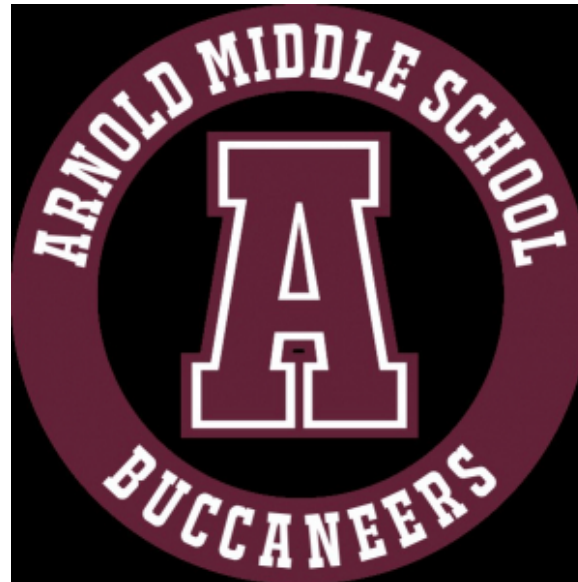
Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Multiple opportunities will be provided for campus families and the community to become involved including but not limited to Cub Camp, Wildcat Express, Multicultural Festival, Game Nights, Book Swaps, VIPS Meetings, CPOC, School Store, Grade Level Events, PIE Mentors, Reading Buddies and fundraisers. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: All Teachers, CCIS, Administrative Team

Cypress-Fairbanks Independent School District

Arnold Middle School

2024-2025



Goals

Revised/Approved: September 19, 2024

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Teachers will plan strategies and lessons that will help build background knowledge and schema for students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: RLA Teachers RLA CCIS Campus Appraisers
Strategy 2 Details
Strategy 2: School-Wide Writing Focus: Teachers will increase opportunities for students to engage in writing activities in all content areas. Students will use complete sentences for both written and verbal responses. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: All Teachers CCIS Team Campus appraisers

Strategy 3 Details

Strategy 3: Math: Teams will determine and identify specific engagement strategies differentiated in rigor to target students level of understanding.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Math Teachers

Math CCIS

Campus Appraisers

Strategy 4 Details

Strategy 4: Science: Teachers will plan experiences and exposures to increase rigor, relevance and value of education during team planning sessions.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Science Teachers

Science CCIS

Campus Administrators

Strategy 5 Details

Strategy 5: Social Studies: Teachers will incorporate opportunities to process content by using reading and writing strategies.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies Teachers

Social Studies CCIS

Campus Appraisers

Strategy 6 Details

Strategy 6: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: Dropout Prevention: Academic Achievement Specialists will track data on students who have a history of failing averages in multiple courses, an indicator of potential drop-out risk, and meet with campus staff.

Strategy's Expected Result/Impact: Drop out rate will be at 0%

Staff Responsible for Monitoring: AAS

Strategy 8 Details

Strategy 8: 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: Bringing Out the Best, PBIS lessons, character building, Student Council, fine arts programs, UIL athletics, Soccer Start and Dierker's Champs Baseball.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction
Counselors
AASs

Strategy 9 Details

Strategy 9: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 10 Details

Strategy 10: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Arnold will continue to enforce with fidelity students carrying clear backpacks and students wearing badges at all times while on campus. Student adherence to badge wearing expectations will be checked at entry points by staff. Students without a badge will be issued a temporary badge immediately upon entering the campus from the bus and car rider access points. Strategy's Expected Result/Impact: 100% of students will wear badges and carry clear backpacks daily. Staff Responsible for Monitoring: Staff monitoring student entry points Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principals
Strategy 3 Details
Strategy 3: Campus Safety: Staff will actively monitor students at all times, including during arrival, dismissal and during passing periods. Strategy's Expected Result/Impact: Increase in positive student behaviors and safe transitions. Staff Responsible for Monitoring: Campus Administrators

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Students will participate in a variety of initiatives that teach making good choices such as Bringing Out the Best lessons. Students will be made aware of their TIP Line resource and provided options for locations to report safety concerns. Strategy's Expected Result/Impact: Violent incidents will be reduced to 0% Staff Responsible for Monitoring: Assistant Principals Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will participate in training over strategies for responding to misbehavior in a way that maintains the professional relationship between the student and teacher. When possible assistant principals will facilitate restorative conferences with a teacher and student when a consequence has been administered. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Arnold will honor staff with perfect attendance and few absences at scheduled intervals. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal Director of Instruction

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Professional Development Logs

Strategy 1 Details
Strategy 1: Teachers will choose from the following professional development learning paths: Engaging Instruction, Behavior Management, New Science TEKS, New to CFISD. Summer 2024 learning will include Quantum Learning sessions and/or a book study related to the learning path. Teachers will have options to attend after-school path-related professional development sessions to extend their learning throughout the school year. Implementation of learning in the classroom will be a focus. Strategy's Expected Result/Impact: Evidence of progress towards reaching professional goals and the Goal for Student Growth Staff Responsible for Monitoring: Director of Instruction Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Arnold will increase communication with parents through electronic newsletters and social media. We will encourage attendance at scheduled parent involvement opportunities, including Sixth Grade Buc Camp, Buc Express, Open House, athletic events, concerts, Student Showcase and family nights. Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. Staff Responsible for Monitoring: AASs Social Media Manager Assistant Principals Director of Instruction

Cypress-Fairbanks Independent School District

Bleyl Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: We will provide targeted, small group instruction to every student a minimum of one time per week. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Language Arts CCIS
Strategy 2 Details
Strategy 2: Math: We will provide targeted, small-group instruction once per week to every student and up to twice weekly with the target group. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math CCIS
Strategy 3 Details
Strategy 3: Science: We will provide targeted, small group instruction to every student a minimum of one time per week. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science CCIS
Strategy 4 Details
Strategy 4: Social Studies: We will provide targeted, small group instruction to every student at least two times per week. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Social Studies CCIS

Strategy 5 Details
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal
Strategy 6 Details
Strategy 6: Dropout Prevention: The dropout prevention team at Bleyl MS, consisting of the Registrar, Administration, and district Attendance Officer, will work collaboratively to ensure any student coded with a 98 is located and school placement is recorded. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Registrar, District Attendance officer, Director of Instruction
Strategy 7 Details
Strategy 7: 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: REAL Time (Character Building), Clubs and Organizations, Project Safety, Restorative Circles (Mediation), various UIL Fine Arts Events and Concerts, Theater Arts Programs, CTE Activities, Athletic Programs (Football, Basketball, Volleyball, Track, Cross-Country), Soccer Start Program, Baseball Program, Counselors' Lunch Bunch, and Counselors' Corner at lunch. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers and Administration
Strategy 8 Details
Strategy 8: At-Risk: 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 Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal
Strategy 9 Details
Strategy 9: State Compensatory Education (SCE): Throughout the current school year, we will 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. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Bleyl will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus backpack and student id/badge policy and procedures. Strategy's Expected Result/Impact: Students will be prepared to learn daily with materials and supplies located in a clear backpack and an ID badge around their neck and visible to all personnel. Staff Responsible for Monitoring: All Bleyl MS staff will have a duty station to support this daily check-in process, in classrooms, hallways, and at extra-curricular activities.
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. All students will learn all about and be prepared for Emergency Operating Procedures/safety drills. Staff Responsible for Monitoring: Assistant Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. To promote a safe environment, students will engage in daily advisory lessons teaching REAL behaviors that focus on the skills from the Well Managed Schools program. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Teachers, Counselors, Administration
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Students will learn about being REAL (Respect, Excellence, Accountability, and Leadership) at Bleyl. Campus rubrics will be taught during Brahma Camp, code of conduct meetings, and revisited regularly during advisory time. Staff will implement the Well Managed Schools strategies to support restorative discipline practices. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10% or more.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Each month, staff perfect attendance will be celebrated at the faculty meetings. Staff with perfect attendance each month will receive a "Perfect Attendance" certificate and have their name placed in a drawing to be selected to receive perfect attendance prizes. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 25% or more. Staff Responsible for Monitoring: Administration, Director of Instruction

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
 - Formal Observations
 - Power Walks
 - Lesson Plans

Strategy 1 Details
Strategy 1: High-Quality Professional Development: The staff completed a book study on Emotional Poverty. The campus PD week sessions were designed to support the continuance WMS program and prepare teachers to implement positive behavior strategies to support small-group instruction. Ongoing professional development opportunities will be provided based on campus needs as well as the extended focus on the book Emotional Poverty. Strategy's Expected Result/Impact: Students will be challenged at a higher learning level as teachers will implement the strategies learned from their training. Staff Responsible for Monitoring: Teachers, CCIS, Administration

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 25%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
Number of parents attending meetings/activities

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Bleyl Middle School will hold meetings (including but not limited to Brahma Express, Open House, Watch Dog Dads, and Coffee & Conversations) with parents to increase: -active parent engagement -awareness of teen and school related topics -the facilitation of more open and positive relationships -the development of more active home/school partnerships We will also keep parents informed through the use of School Messenger, Remind, and our social media platforms. Strategy's Expected Result/Impact: Parent and family engagement will increase by 25%. Staff Responsible for Monitoring: Teachers, Administration

Cypress-Fairbanks Independent School District

Campbell Middle School

2024-2025



Goals

Revised/Approved: September 26, 2024

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Teachers will increase rigor through writing and academic discourse using relevant topics and plan for intentional opportunities to check for understanding to monitor student comprehension. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, DI, AAS, CCIS and teachers
Strategy 2 Details
Strategy 2: Math: Teachers will intentionally plan more frequent checks for understanding and independent practice in class. Teachers will use SNAP strategies, student discourse, sentence stems and window panes to break down word problems to increase student understanding. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, DI, AAS, CCIS, and teachers
Strategy 3 Details
Strategy 3: Science: Teachers will plan lessons at the appropriate rigor incorporating academic vocabulary, relevant topics and visuals. Teachers will purposely plan specific checks for understanding and make adjustments throughout the lesson cycle to meet the needs of all students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, DI, AAS, CCIS, and teachers

Strategy 4 Details

Strategy 4: Social Studies: Teachers will implement targeted instruction focused on specific skill gaps using data, clear checkpoints and opportunities for students to relearn and retest material. We will utilize engaging lessons and small groups.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, DI, AAS, CCIS, and teachers

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: Campus will work with attendance officer weekly.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Principal, Assistant Principal

Strategy 7 Details

Strategy 7: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education: Horizons Showcase, DaVinci Day, Student Council, Clubs, Guys In Ties, and Girls in Pearls Day, Hispanic Forum, baseball and Soccer Start

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Director of Instruction

Strategy 8 Details

Strategy 8: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, DI

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Students are expected to be 100% compliant in wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. We will also ensure campus is safe by keeping doors locked and successfully completing weekly exterior door checks. Teachers will continue to enforce the 10/10 Rule and closely monitor restrooms and hallways. Strategy's Expected Result/Impact: Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. Staff Responsible for Monitoring: Principal, APs, all staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, APs

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. The attendance committee will provide incentives for students who increase attendance. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Campus will continue to use Bringing Out the Best lessons through advisory. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal, Assistant Principals, counselors
Strategy 2 Details
Strategy 2: Behavior Management: Teaching Behavior: Teachers will introduce, teach, practice, and implement with students the Positive Behavior Interventions and Supports (PBIS) SNAP school-wide behavior expectations and strategies, during the first week of school. Teachers will introduce, teach, practice, and implement with students during the second week of school the school-wide six Well Managed Schools (WMS) Social Skills: Following Instructions, Asking Permission, Staying on Task, Listening, Accepting Criticism or a Consequence, Accepting "No" for an Answer. Teachers will continue to re-teach, maintain, and practice with students the WMS Social Skills and PBIS/Gator SNAP school-wide expectations throughout the school year to keep a safe and conducive learning environment inside and outside the classrooms. Implement monthly Bringing Out the Best lessons. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. OSS and ISS will be reduced by 20% when compared to previous school year. Staff Responsible for Monitoring: Principal, Assistant Principal, Project Safety Coordinator, Counselors, BI

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Acknowledge and reward staff members each month to promote staff attendance and decrease absenteeism. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, DI

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, teachers will receive job targeted professional development based on individual needs. Teachers will receive monthly training on Basic Elements of Effective Teaching, training for EB students, and incorporating highly effective first time instructional strategies.

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Provide multiple choices of professional development to meet teachers' individual needs such as Wisdom Wednesdays, coaching/feedback and use of Sibme Videos. Teachers will be given opportunities to observe each other's classrooms and lead professional development. Strategy's Expected Result/Impact: Teachers will grow in areas they choose and will have a higher job satisfaction. Staff Responsible for Monitoring: Principal,DI, CCIS

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Send bi-weekly communication out to families, hold parent meetings throughout the year, counselors will hold Brown Bag lunches, and will send out a survey in the Fall and one in the Spring for input. Staff will hold Campbell Connects with the community. A renewed focus on VIPS program. Strategy's Expected Result/Impact: Parent and family engagement will increase in each activity from previous year. Staff Responsible for Monitoring: Principal, DI, and Counselors

Cypress-Fairbanks Independent School District

Cook Middle School

2024-2025



Rangers Today, Leaders Tomorrow

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: We will implement small group instruction with every student using informal and formal assessments at least once a week. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: ELAR CCIS
Strategy 2 Details
Strategy 2: RLA: We will implement TEKS-aligned student activities using processing standards at least once a week. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: ELAR CCIS TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments
Strategy 3 Details
Strategy 3: Math: We will implement small group instruction with every student using informal and formal assessments at least once a week Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math CCIS

Strategy 4 Details

Strategy 4: Math: We will implement TEKS-aligned student activities using processing standards at least once a week.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Math CCIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Strategy 5 Details

Strategy 5: MATH: We will increase Emergent Bilingual student performance on the Math STAAR at the meets and masters levels.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Math CCIS

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy

Strategy 6 Details

Strategy 6: MATH: We will increase Emergent Bilingual student growth performance on the Math STAAR.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: MATH CCIS

TEA Priorities:

Improve low-performing schools

- Targeted Support Strategy

Strategy 7 Details

Strategy 7: Science: We will implement small group instruction with every student using informal and formal assessments at least once a week

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Science CCIS

Strategy 8 Details

Strategy 8: Science: We will implement TEKS-aligned student activities using processing standards at least once a week.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Science CCIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Strategy 9 Details

Strategy 9: Social Studies: We will implement small group instruction with every student using informal and formal assessments at least once a week

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies CCIS

Strategy 10 Details

Strategy 10: Social Studies: We will implement TEKS-aligned student activities using processing standards at least once a week.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies CCIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Strategy 11 Details

Strategy 11: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 12 Details

Strategy 12: Dropout Prevention: We will contact parents and schools to ensure that students on our campus dropout list are either enrolled in school or offered educational services.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Dropout Recovery Specialist

Strategy 13 Details

Strategy 13: 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: A variety of social, leadership, community service and academic clubs and extracurricular activities.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Alison Fleming

Strategy 14 Details

Strategy 14: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Academic Achievement Specialist

Strategy 15 Details

Strategy 15: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Academic Achievement Specialist

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will implement health and safety lessons at least once a month, including Bringing out the Best through Advisory Classes. Strategy's Expected Result/Impact: Improved campus safety Staff Responsible for Monitoring: Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Sean Tellez

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Assistant Principals
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Staff and students engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will implement and teach violence prevention strategies, including the use of the Cy-Fair Tip line, staff development focused on safety, and parent social media and substance abuse education information. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: We will teach students and staff the skills to foster a positive teacher-student partnership. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will create a campus-wide expectation and process for providing clear information and plans for substitutes. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Director of Instruction

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Teachers and administrators will participate in monthly learning path training focused on the learning environment, ongoing assessment, making student thinking visible, small group instruction, and student use of technology Strategy's Expected Result/Impact: Increased implementation of research-based instructional strategies. Increased student achievement. -Staff are divided into cross-curricular learning paths by grade level -Learning Paths meet seven times per year. -Participants collaborate and plan for future classroom strategies, using research-based strategies from the campus professional development library and each other. -Lessons and strategies related to the three campus priorities are shared: 1. Quality First-Time Learning, 2. Creating a sense of belonging, and 3. Monitoring our Plans and Approaches to meet the needs of the students. -Participants reflect on shared lessons, ask questions, and strategize for future lessons. Staff Responsible for Monitoring: Director of Instruction

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will inform parents of classroom activities and assessments through weekly email updates and consistent campus communications about upcoming events. Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. Staff Responsible for Monitoring: Assistant Principals
Strategy 2 Details
Strategy 2: Parent and Family Engagement: Parents will receive a monthly Ranger Round-up newsletter that will inform them about campus activities, provide grading information, and offer tips on supporting their students. Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. Staff Responsible for Monitoring: Principal

Cypress-Fairbanks Independent School District

Dean Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Teachers will analyze formative/summative data and incorporate small group instruction to address learning gaps and differentiate lessons for student growth. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS
Strategy 2 Details
Strategy 2: Math: Teachers will incorporate data-driven small group instruction to target students' needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS
Strategy 3 Details
Strategy 3: Science: Teachers will incorporate strategies to build academic vocabulary and utilize targeted small group instruction to increase engagement and retention of TEKS Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS
Strategy 4 Details
Strategy 4: Social Studies: Teachers will incorporate active engagement strategies with a focus on processing activities to develop critical thinking, reading, and problem solving skills. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS

Strategy 5 Details
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal
Strategy 6 Details
Strategy 6: Dropout Prevention: Campus administrators will work collaboratively with the registrar to design and implement procedures to find and locate students that withdraw from campus. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 7 Details
Strategy 7: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Such as - Bringing Out the Best lessons, Career Speakers, Student Council, Veterans Day Celebration, Soccer Start and after-school clubs (STEM, Hola, FCA, Robotics). Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principals, AAS
Strategy 8 Details
Strategy 8: At-Risk: 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 Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS
Strategy 9 Details
Strategy 9: 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. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Administrators and staff will actively monitor the implementation of all district safety policies through supervision of students, staff, and campus visitors upon entry to the campus and careful monitoring throughout the day. Strategy's Expected Result/Impact: 100% of students, staff, and campus visitors will comply with safety protocols - wearing ID badges, students carrying clear backpacks, staff approaching visitors without a badge, not opening or propping open exterior doors, and keeping classroom doors locked. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, AAS
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, AAS

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Implement proactive measures, including mediation and restorative practices, to teach students alternative strategies for resolving differences amongst peers. Strategy's Expected Result/Impact: Violent incidents will be 0%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionists
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Train all staff members on the philosophy, implementation, and benefits of restorative discipline with a focus on adjusting the campus culture to one that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Build in incentives to increase attendance on high absence days such as Monday and Friday. Recognize staff with perfect attendance each month with certificates and incentives. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Director of Instruction

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Walk Through Data
Campus/District Assessment Data
Lesson Plans

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Teachers and instructional leaders will participate in professional development focused on the reflective cycle and instructional practices such as formative assessment, student discourse, small group instruction, and engagement techniques. Strategy's Expected Result/Impact: Meet or exceed the targets identified in the CIP data tables. Staff Responsible for Monitoring: Director of Instruction, AAS, CCIS

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Implement various methods of parent communication and provide multiple engagement opportunities such as Open House, Four Year Planning Meeting, Spring Stampede, Family Game Night, GT Showcase, Parent Nights and Electives Night. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals

Cypress-Fairbanks Independent School District

Goodson Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Reading and Language Arts teachers will provide small group instruction to model in-depth analysis of texts and writing prompts, and give students opportunities to demonstrate their understanding both orally and in writing using academic language. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Reading and Language Arts Department, Reading and Language Arts CCIS, AAS, Administration
Strategy 2 Details
Strategy 2: Math: Math teachers will target all students who do not grasp concepts on assessments. Teachers will plan small group instruction for those missed TEKS in a timely manner after an assessment. This will include retrieval opportunities with the use of productive struggle. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math Department, Math CCIS, AAS, Administration
Strategy 3 Details
Strategy 3: Science: Science teachers will facilitate student growth by analyzing student data promptly and planning meaningful instruction for small groups based on that data. Teachers will also pre-teach vocabulary as needed and continue hands-on activities to deepen student understanding. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science Department, Science CCIS, AAS, Administration

Strategy 4 Details

Strategy 4: Social Studies: Social Studies teachers will use academic vocabulary, small groups, and differentiated lessons to make historical connections over time. Embedded in these strategies, students will be exposed to and prepared for new STAAR question types including SCRs.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies Department, Social Studies CCIS, AAS, Administration

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: Goodson will follow up with at-risk students and those not attending school to find ways that work with families to get kids to school. The administrative team will work closely with the Attendance Clerk and Attendance Officer to locate students who are absent at the beginning of the school year. We will call parents and contacts of all missing students to ensure all students are located and will follow up with all student withdrawals to ensure all have enrolled in another campus. We will monitor attendance throughout the school year and work closely with the attendance team to monitor any potential dropouts and provide services (counseling/social services) as needed to prevent dropouts.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Admin team, counselors, Attendance Clerk/Registrar, Attendance Officer

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Teachers will be trained to facilitate a thorough lockdown lesson that addresses several scenarios in case of a lockdown. The lesson will include the assigned areas to go if a student is not inside the building, a run, hide, fight video, how to secure a room, and address any student concerns. The full lesson will be taught once a semester with reviews throughout the school year. Strategy's Expected Result/Impact: Completion of all project safety lessons Staff Responsible for Monitoring: Administrative Team, Goodson Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Administrative Team, Goodson Staff
Strategy 3 Details
Strategy 3: Campus Safety: Conduct weekly perimeter checks of all doors that have direct access to the main building, install peepholes on all exterior doors, and install and train pertinent staff on door alarms. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) taks and trainings will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Administrative Team, Goodson Staff

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences), including the daily use of the district "School Attendance Dashboard" to monitor trends in student absences. The admin team will work together to communicate with parents to resolve attendance issues and encourage daily attendance. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals, AAS

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will use various programs, initiatives, and formal staff development training to proactively mitigate any potential violent incidents in relation to the CFISD report on violence and violence prevention. Goodson will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. When students are referred to the office, the assistant principals will focus on restorative discipline by building positive relationships with students while teaching students how to take ownership of their behavior. During these conferences, the administrator will review the expectations of the PRIDE matrix and teach students how to respond correctly to situational conflict. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Administrative Team and Teachers

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2% from the previous school year.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff with perfect attendance will be recognized on a monthly/semester basis with a certificate, sign placed on door, and an incentive reward. An incentive program will be created for the "Team" and/or department with the highest attendance percentage each month. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Substitute Representative, Director of Instruction, Campus Instructional Leadership Team

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Teachers will have the opportunity to participate in the district Digital Learning Conference (DLC), Campus Professional Learning sessions focused on small-group instruction, CFISD EdTech training, numerous Gifted and Talented trainings for GT certification, and numerous district curriculum trainings in August and throughout the entire school year. Strategy's Expected Result/Impact: Teachers will be prepared to design, plan, and implement effective and engaging lessons using educational technology, be able to meet students' SEL needs, provide a safe and secure learning environment, and earn all required certifications and professional development hours. Staff Responsible for Monitoring: Director of Instruction, CCIS

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will increase participation in our Volunteers in Public Schools (VIPS) program and offer more events for parents and community members to serve in the current school year. We will meet with the VIPS at least once a month to schedule upcoming events. We will increase the number of VIPS opportunities to work in the school store, host staff meals and treats, student events such as face-painting, etc. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Administrative Team, VIPS Representative
Strategy 2 Details
Strategy 2: Family and Community Engagement: We will increase our Goodson Middle School social media presence in the current school year to advertise for school and community events. We will utilize the campus Facebook, Twitter, and Instagram accounts to share #WhatsGoodAtGoodson and #GrowingGrizzlies hashtags to highlight student, staff, and campus achievements, student learning and classroom instruction, special school events, and extracurricular activities. Strategy's Expected Result/Impact: Students, parents, and community members will be aware of campus events and opportunities to serve. Staff Responsible for Monitoring: Director of Instruction

Cypress-Fairbanks Independent School District

Hamilton Middle School

2024-2025

Accountability Rating: Not Rated



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Teachers will expose students to a variety of strategies to improve their comprehension and ability to respond to texts across genres, especially paired selections. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: ELAR teachers, ELAR CCIS, DI, Principal
Strategy 2 Details
Strategy 2: Math: Teachers will enhance students' understanding of math vocabulary and problem solving skills through hands-on practice, repeated review, and targeted strategies that focus on reinforcing foundational topics. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math teachers, Math CCIS, DI, Principal
Strategy 3 Details
Strategy 3: Science: Teachers will guide students to make real-world connections utilizing a CER (claim, evidence, reasoning) writing format and scientific vocabulary. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science teachers, Science CCIS, DI, Principal
Strategy 4 Details
Strategy 4: Social Studies: Teachers will build the "picture" of life as time progresses by using primary sources, retrieval practices, and talk moves. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: SS teachers, SS CCIS, DI, Principal

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: Hamilton Middle School will conduct routine meetings with our attendance support staff to coordinate efforts in reaching out to parents of students who have left us and are unaccounted for through phone calls, emails, and sometimes agencies such as CPS.

Strategy's Expected Result/Impact: The dropout rate will remain at 0%.

Staff Responsible for Monitoring: Registrar, Attendance Clerk, Principal, Assistant Principals

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

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

Strategy 1 Details
Strategy 1: Campus Safety: Our staff will attend campus safety training in August, keep all classroom doors locked, and monitor door prop alarms. Strategy's Expected Result/Impact: Staff will be more prepared in the event of a safety emergency. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principals, Principal

Goal 2: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in daily Tiger Ten lessons that emphasize campus expectations and positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will create and implement new supervision assignments based on incident location data and use the Hamilton Help email address to facilitate faster response time to support classrooms. Strategy's Expected Result/Impact: Violent Incidents will be 0% Staff Responsible for Monitoring: Assistant Principals, Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on how to effectively implement classroom routines and procedures, including the development of class norms for each period. Our staff will utilize the PBIS rewards system to reinforce positive student behaviors, and we will mitigate the need for exclusionary placement by utilizing a tiered system of support led by our Behavior Interventionist. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Principal, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: We will have at least a 10% gain in our current EPS results for "various forms of feedback are given to me to help me improve my performance."

Evaluation Data Sources: Employee Perception Survey

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: The Hamilton MS instructional leadership team will utilize Pete Hall's coaching protocols to facilitate weekly instructional rounds, allow teachers the opportunity to participate in learning walks to view fellow teachers' classrooms, and work in conjunction with appraisers who conduct CF-TESS informal and formal observations. Strategy's Expected Result/Impact: We will have at least a 10% gain in our current EPS results for "various forms of feedback are given to me to help me improve my performance." Staff Responsible for Monitoring: Principal, DI, Assistant Principals, AAS, DIHT, BI, CCIS

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Collaborative Team meetings
Walk-throughs
Data Dig Action Plans

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Campus professional development will be focused on teacher clarity, high-quality first-time instruction, and effective data analysis. Strategy's Expected Result/Impact: We will improve the level of cognitive engagement among our students, which will, in turn, increase their success on formative and summative assessments. Staff Responsible for Monitoring: Principal, DI, Assistant Principals

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: At the end of the current school year, Hamilton families will report a 90% or higher approval rating regarding their satisfaction with the quantity and quality of information communicated by the campus.

Evaluation Data Sources: Parent Survey, e-blast & School Messenger records

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Hamilton Middle School will use email or Remind to communicate weekly e-blasts of instructional updates and School Messenger emails/texts to communicate campus-wide information and updates. Strategy's Expected Result/Impact: Families will have a 90% or higher satisfaction rate with the quality and frequency of communication from Hamilton. Staff Responsible for Monitoring: Principal, DI, Assistant Principals
Strategy 2 Details
Strategy 2: Communication: Hamilton Middle School will streamline communication in the following ways: 1) archive all SchoolMessenger emails in one location that parents may access at any time; 2) create a monthly newsletter detailing important notes and events; and 3) ensure a more robust social media presence that highlights teachers and students and communicates upcoming events. Strategy's Expected Result/Impact: To facilitate increased effective communication with parents and guardians Staff Responsible for Monitoring: DI, AAS, CCIS

Cypress-Fairbanks Independent School District

Hopper Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Monitor content engagement through intentional, planned, purposeful evaluation through checks for understanding. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist
Strategy 2 Details
Strategy 2: Math: Intentional planning of purposeful checks for understanding and responding to data for student growth. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist
Strategy 3 Details
Strategy 3: Science: Planning intentional checks for understanding and responding to data for student growth. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist
Strategy 4 Details
Strategy 4: Social Studies: Planning scaffolded checks for understanding using recall strategies to build confidence. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: The Registrar will work with the Attendance Officer, Assistant Principals, and Counseling office to make contact and create an action plan with parents as well as provide support with outside resources as needed.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Counselors

Strategy 7 Details

Strategy 7: 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: 1. Horizons Showcase 2. PBIS Program 3. Husky Huddles 4. Mentor Program 5. Soccer Start 6. Dierkers Champs Baseball 7. PACK Time interventions

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist, Counselors, and Program Sponsors.

Strategy 8 Details

Strategy 8: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Hopper will implement the following measures.

1. Additional Staffing - The class-size reduction teachers in core content areas will assist in lowering the student-to-teacher ratio which will assist in meeting or exceeding instructional targets.
2. 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.
3. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students
4. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school and on scheduled Saturdays to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs.
5. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays.
6. IXL - We will incorporate the IXL program to help fill academic gaps in math and reading through targeted interventions and PACK time. This program includes diagnostic assessments and personalized plans for each student based on their individual needs.

Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialists

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. Strategy's Expected Result/Impact: Students and Staff will be in a safe environment Intruders will be easily identifiable Staff Responsible for Monitoring: All Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Safety Coordinator AP

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialists, Counselors

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Campus will continue to use Bringing Out the Best lessons. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS strategies and Relational Practices strategies will be used to positively reinforce and partner consequences with learning opportunities Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be recognized for perfect attendance each grading period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Capacity Building Walks, Learning Hoppertunities, Zero Hour Committees, Sibme Coach the Coach, WeClimb Coaching Strategy's Expected Result/Impact: Teachers will grow in areas that align with their goals. Capacity Building Walks - allow teachers the opportunity to see colleagues successfully implementing instructional strategies Learning Hoppertunities - professional development sessions that address campus wide needs as they arise Zero Hour Committees - teachers selected committee that focuses on instructional practices or improving school culture that mee bi-monthly Sibme Coach the Coach - instructional coaches will be coached through the Sibme program by both outside coaches and our instructional leadership team WeClimb Coaching - an instructional leadership created form to collect data on instructional strategies observed in classroom observations Staff Responsible for Monitoring: Principal, Director of Instruction

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will consistently communicate via school messenger, flyers, brochures and emails, and afford opportunities for parents to be actively involved. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, Director of Instruction, Counselors, Assistant Principals, Academic Achievement Specialists

Cypress-Fairbanks Independent School District

Kahla Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Teachers will prioritize designing student-centered instruction with a strong emphasis on fostering student discourse, encouraging ownership, and developing writing responses. They will track and use student data to target specific TEKS and skills, making informed decisions regarding small-group instruction, differentiation, and interventions. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist
Strategy 2 Details
Strategy 2: Math: Teachers will prioritize designing student-centered instruction with a strong focus on promoting student discourse, encouraging ownership, and reinforcing foundational math skills necessary for the current unit or curriculum. They will track and use student data to target specific TEKS and skills, making informed decisions regarding small-group instruction, differentiation, and interventions. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist
Strategy 3 Details
Strategy 3: Science: Teachers will prioritize designing student-centered instruction with a strong focus on promoting student discourse, encouraging ownership, and maximizing content relevance. They will track and use student data to target specific TEKS and skills, making informed decisions regarding small-group instruction, differentiation, and interventions. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

Strategy 4 Details

Strategy 4: Social Studies: Teachers will prioritize designing student-centered instruction with a strong focus on promoting student discourse, encouraging ownership, and reinforcing consistencies with the usage of instructional strategies. They will track and use student data to target specific TEKS and skills, making informed decisions regarding small-group instruction, differentiation, and interventions.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

Strategy 5 Details

Strategy 5: Students will engage in lessons on nutrition and fitness and take part in fitness-related events both at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: Our campus registrar and AAS team will work to contact families and/or schools to regulate attendance and regularly ensure codes reflect a student's current status. Counselors will support families with school and/or outside resources as needed.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

Strategy 7 Details

Strategy 7: 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: Student Council, Horizon's Club, and Kahla Clubs created through student interest.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist, Counselors, and Club Sponsors.

Strategy 8 Details

Strategy 8: At Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

1. Additional Staffing - The class-size reduction teachers in Science and Social Studies will assist in lowering the student-to-teacher ratio. All additional staff will assist in meeting or exceeding instructional targets.
 2. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.
 3. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.
 4. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students
 5. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school and on scheduled Saturdays to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs.
 6. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays.
 7. Online learning platform - Students will utilize online resources such as IXL as additional interventions at school and home to assist in meeting or exceeding instructional targets.
 8. Instructional Monitors & Frames - Monitors and frames will be utilized to incorporate instructional strategies used throughout math and reading, academic strategies, and social behavior. They will also allow us to communicate intervention opportunities outside of instructional time, PBIS acknowledgments, and campus expectations.
- Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Record of safety drills, exterior door checks, and other required safety actions.

Strategy 1 Details
Strategy 1: Campus Safety: Bringing Out The Best lessons will be implemented weekly through advisory classes. These lessons will include various reminders of good citizenship as well as safety guidelines related to positive student behaviors. We will continue to reinforce the use of clear backpacks, and students wearing Identification badges at all times while on campus. Additionally, all interior doors will remain shut and locked throughout the day, and weekly exterior door checks will be conducted by an assistant principal. Strategy's Expected Result/Impact: All students and staff will comply with campus safety protocols. Staff Responsible for Monitoring: Assistant Principals and Principal
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Each member of the administrative team and those who support them will have access to radios to ensure all leaders have sufficient communication. Staff Responsible for Monitoring: Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Academic Achievement Specialists, Assistant Principals
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Academic Achievement Specialists, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. All students will receive training on how to submit anonymous tips through tipline. Lessons will also be provided by the counseling office related to bullying prevention and ways to effectively deal with emotions such as stress, fear, anger, and depression. We will also continue to encourage students to "see something, say something" by reporting suspicious or disturbing behaviors to staff members or through our campus tipline. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals, Teachers
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Kahla's restorative practices will be outlined in the Kahla Foundation and those strategies discussed with staff through on-campus PD opportunities to assist staff in effectively addressing misbehavior and ways to reduce the harm that those behaviors caused. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, Instructional Leadership, and Campus Administration

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: The campus will highlight staff that has perfect attendance for each month and provide additional staff incentives. Strategy's Expected Result/Impact: Increased staff attendance Staff Responsible for Monitoring: Principal and Director of Instruction

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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, and Lesson Plans

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Teachers will receive site-based PD sessions that will focus on topics tied to supporting instructional practices, technology, SEL, classroom management, and restorative practices. Campus experts will have the opportunity to lead sessions each semester. Strategy's Expected Result/Impact: Teachers will implement and use PD sessions to enhance their Personal Professional Goals. Staff Responsible for Monitoring: Director of Instruction
Strategy 2 Details
Strategy 2: Teachers will receive continuous coaching and support from our campus Instructional Leaders through the use of Trust-Based Observation forms. Strategy's Expected Result/Impact: Teachers will seek opportunities to enhance their personal and professional goals. Staff Responsible for Monitoring: Principal and Director of Instruction

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will host targeted events, including but not limited to Academic Knight, the Parent Empowerment Symposium, and the Elective Fair, to provide parents with information about the school's academic programs and technology. Meeting times will be communicated via Schoology, School Messenger, Facebook, Instagram, and X, with Spanish translations provided when possible. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal, Director of Instruction, and CPOC members.

Cypress-Fairbanks Independent School District

Labay Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Teachers will focus on target instructional strategies for these subgroups, including teacher clarity, learning progressions, small group instruction and differentiation. Through these efforts, teachers will improve instructional practices for all students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: RLA Teachers, CCIS, Director of Instruction, Appraisers
Strategy 2 Details
Strategy 2: Math: Teachers will focus on targeted instructional strategies for these subgroups, including teacher clarity, vertical alignment and best math practices. Through these efforts, teachers will improve instructional practices for all students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math Teachers, CCIS, Director of Instruction, Appraisers
Strategy 3 Details
Strategy 3: Science: Teachers will focus on targeted instructional strategies for these subgroups, teacher clarity and inquiry based learning. Through these efforts, teachers will improve instructional practices for all students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science Teachers, CCIS, Director of Instruction, Appraisers

Strategy 4 Details

Strategy 4: Social Studies: Teachers will focus on targeted instructional strategies for these subgroups, including teacher clarity, differentiation and elaboration & organization. Through these efforts, teachers will improve instructional practices for all students.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies Teachers, CCIS, Director of Instruction, Appraisers

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal
Physical Education Teachers

Strategy 6 Details

Strategy 6: Dropout Prevention: The AAS team will identify students within the first grading period who exhibit frequent absences/tardies, frequent behavior issues, and/or students who are failing math and/or reading in order to begin early interventions to prevent future possibility of dropping out of school.

Strategy's Expected Result/Impact: These students, with a focus on 6th graders, will be targeted for our mentoring program.
The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Teachers, CCIS, Director of Instruction, AASs

Strategy 7 Details

Strategy 7: 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: Fine Arts (including band, choir, orchestra, visual arts, and theater arts), Family and Consumer Sciences, Business, Engineering and Manufacturing, Athletics and Physical Education, Foreign Languages (including Spanish and French), and two new electives to Labay - Coding and Robotics and LeadWorthy..

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Teachers, Counselors, AASs, DI

Strategy 8 Details

Strategy 8: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring (i.e., Emergent Bilingual and Special Education) will be provided with additional academic support based on their specific academic needs.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Director of Instruction

AASs

STAAR-Tested Content Teachers

DI Helping Teacher

CCISs

Strategy 9 Details

Strategy 9: State Compensatory Education (SCE): Throughout the current school year, we will 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on the school bus, and on school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol (Lockout, Lockdown, Evacuate, Shelter) and practice drills using SRP terminology and associated procedures. Strategy's Expected Result/Impact: Campus will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation. Any person who is an intruder on campus will be easily identified. Teachers will keep their classroom doors locked and closed while teaching; locked and propped during passing periods. Staff Responsible for Monitoring: All Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Campus Safety Coordinator, Leadership Team, All Staff

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal Director of Instruction All Teachers AASs APs Attendance Secretary/Registrar Counselors
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal Director of Instruction AASs APs Attendance Secretary/Registrar Counselors

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Labay Staff will continue to use PBIS as an incentive for positive behaviors, and key staff members will be trained in de-escalating situations with students and using each situation as a teachable moment. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Assistant Principals, Campus Police Officer, All Staff
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students will be proactively taught desired behaviors via Project Safety Advisory Lessons and Bringing Out the Best (character education) lessons. In addition, PBIS will be used to reinforce positive behaviors. Students will attend Code of Conduct presentations in fall and spring. Classroom teachers will use the buddy system to change the student environment in response to minor classroom misbehavior. Mediation and restorative circles will be used to circumvent teacher-student and student-student conflicts. Students are encouraged to comply with the simple requests of any adult and are being taught basic skills in this regard related to reacclimating students to school. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, All Staff

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be encouraged to reach out to campus administration if they need extra support in the classroom or if they need assistance through the district wellness program utilizing Mental Health services. Staff recognition will be built into the culture of the school to encourage staff and show appreciation. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Administrative team, PBIS Committee, Substitute Office Personnel

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: We will continue to provide high quality professional development for all staff - such as Labay developed professional development, Labay Leadership Academy, trainings available from Student Services, Digital Learning Conference, and Flippen Group trainings (Leadership Blueprint and Capturing Kids' Hearts). Strategy's Expected Result/Impact: The Leadership Academy is designed to expose future leaders to many options available and grow their skills as future leaders. Trainings from Student Services will assist staff in creating equitable and restorative classroom environments for students. Labay developed professional development will be targeted and relevant to the staffs needs that employ the use of Hattie's Best Practices. Digital Learning Conference will assist teachers in staying abreast of current technology trends and uses for their classrooms. Staff Responsible for Monitoring: CCISs, APs, DI, principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parents will receive frequent messages through School Messenger to help stay informed of school events, a school newsletter will go out each month to inform parents of important dates and events, parents will be emailed Home Access Center codes for their student to monitor grades and attendance for their student. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.

Cypress-Fairbanks Independent School District
Rowe Middle School
2024-2025

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: We will facilitate blended learning lessons and small group instruction that include critical reading and writing and academic discourse on a weekly basis. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: CCIS, Director of Instruction
Strategy 2 Details
Strategy 2: Math: We will work to build metacognition and problem-solving skills in math classes each day through structured critical thinking, critical writing, and academic discourse. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: CCIS, Director of Instruction
Strategy 3 Details
Strategy 3: Science: Teachers will provide opportunities for students to learn, practice, and apply critical concepts through high-yield strategies and tools such as as critical writing, graphic organizers, compare/contrast, and structured academic discourse at least three times each week. Additionally, content from previous units will be included in every unit of study and major assessment throughout the year. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: CCIS, Director of Instruction

Strategy 4 Details

Strategy 4: Social Studies: Teachers will provide opportunities for students to learn, practice, and apply academic vocabulary during each unit. Students will experience blended lessons that engage them in reading, critical writing, and academic discourse on a weekly basis.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: CCIS, Director of Instruction

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: Assistant Principals work with the campus Registrar, grade level counselors, and district attendance officer to monitor dropout rates.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Assistant Principals

Academic Achievement Specialists

Grade Level Counselors

Registrar

Strategy 7 Details

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: Guidance Lessons, Daily Jag Strong Enrichment Lessons, and various Student Groups.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Counselors, D.I.

Strategy 8 Details

Strategy 8: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

With Title I support, Rowe will implement the following measures:

1. Salaries--Class size reduction teachers in math, reading, and science, as well as a testing coordinator and additional instructional coach for reading will help increase student achievement to meet or exceed CIP targets.
2. Substitute Pay--When the class size reduction teachers are absent, substitutes will be compensated through Title I funds.
3. Extra Duty Pay--Teaching staff who provide interventions to increase student achievement after school hours are compensated through Title I funds.
4. Parent and Family Involvement--snacks, supplies, and teacher compensation for parent events that occur after school hours will be through Title I funds. This supports our goal of increasing parent involvement and participation at Rowe Middle School.
5. Instructional Supplies--In order to improve student engagement and meet our CIP academic targets, we will use Title I funds to purchase instructional supplies used to support Blended Learning activities.
6. Subscriptions for Reading Material--In order to provide engaging text to support our academic literacy improvement goal, we will use Title I funds to purchase current reading material.
7. Staff Development Supplies--Staff will participate in staff development that supports campus instructional goals, their professional goals, and student achievement.

Staff Responsible for Monitoring: Principal

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will develop and implement daily check-in procedures to ensure students are in compliance with the district/campus ID and backpack policy and procedures. Strategy's Expected Result/Impact: Students will be prepared to learn daily with materials and supplies located in a clear backpack and ID badges around their neck, visible to all personnel. Staff Responsible for Monitoring: Assistant Principals Campus Administrators Teachers
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: Our campus will be prepared for emergency situations. Staff Responsible for Monitoring: Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Students will engage in (as appropriate) Peer Mediation (student to students and student to teacher) to address, reframe situation, discuss future choices to support the resolution of conflicts appropriately (fighting, refusing to comply, gossiping, persistent misbehaviors, etc.). Strategy's Expected Result/Impact: 1. Grade level AP/Counselor partner together to conduct peer mediation in an ongoing manner 2. ALT codes are used to expose students to physical/tangible education pieces such as articles, Q&A, reflection, etc. 3. Behavior Interventionist will work with grade level APs, students, and teachers using a tiered continuum of support for emerging, recurrent, and critical behaviors. Staff Responsible for Monitoring: Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will conduct parent conferences to prevent and address students' escalated behaviors. Students and teachers will be taught our PBIS expectations, STRONG. A campus rubric with location expectations will be taught during the beginning of the year Jag Camp, JAG STRONG Time, Code of Conduct meetings, and revisited regularly during class. Strategy's Expected Result/Impact: 1. Students have a better understanding of behavior expectations and what they look like in all areas of the school. 2. Behavior incidents will decrease by 10%. Staff Responsible for Monitoring: Assistant Principals and Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be greater than or equal to 90%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Each grading period staff with perfect attendance will be celebrated at the faculty meetings. These staff members will be recognized for their attendance each grading period. Strategy's Expected Result/Impact: We are expecting better attendance rates due to recognizing perfect attendance. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Various teacher activities and dress-up days are scheduled in order build a positive and enjoyable culture on campus so that staff look forward to being at Rowe MS. Strategy's Expected Result/Impact: Attendance rates will improve for all staff. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Campus-Wide Blended Learning Training was provided in August. Teachers receive individualized feedback on Blended learning lessons each month. Additionally, building-wide trends are communicated with the entire staff, and observation data is used to create Blended Learning level-up look-for each month throughout the year. Strategy's Expected Result/Impact: Students will experience Blended learning lessons that are engaging and rigorous each week throughout the year in all content classes. Staff Responsible for Monitoring: Director of Instruction Principal Instructional Team
Strategy 2 Details
Strategy 2: Administrators conduct informal walks throughout the building each week and share findings, trends, and needs. This data is used to develop Wisdom Wednesday PD, which is offered each month during all conference periods. Strategy's Expected Result/Impact: Teachers will improve in areas of their own practice chosen by them. Staff Responsible for Monitoring: Director of Instruction CCIS

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will be greater than or equal to 50%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parent events will be offered throughout the year, including Jag Express, Open House, Winter Bingo Night, Family Art Night, Electives showcase, and 4-year plan meetings. Strategy's Expected Result/Impact: Parent involvement will increase by 5%. Staff Responsible for Monitoring: Academic Achievement Specialists Director of Instruction Principal
Strategy 2 Details
Strategy 2: Rowe Middle School will increase frequency and modality of parent communication through weekly social media posts about both academics and athletics. Additionally, parents will receive a monthly newsletter and other communication through School Messenger. Finally, just in time information is provided on our electronic marquee. Strategy's Expected Result/Impact: Parents will be more informed about events occurring at Rowe Middle School, and participation will increase. Staff Responsible for Monitoring: Director of Instruction Principal

Cypress-Fairbanks Independent School District

Salyards Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Model and practice (partner/individually) speaking and writing, using sentence stems with TEKS language in everyday lessons through purposeful planning and student discourse opportunities. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, CCIS, DI, Principal
Strategy 2 Details
Strategy 2: Math: Vertically align with 6th, 7th and 8th grade teachers to address lack of vocabulary in math including closing the gap lessons, assessments, and model academic vocabulary practice through student discourse. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, CCIS, DI, Principal
Strategy 3 Details
Strategy 3: Science: Purposefully plan for economically disadvantaged students to receive direct instruction and track their personal data to create goals. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, CCIS, DI, Principal

Strategy 4 Details
Strategy 4: Social Studies: create connections to social studies TEKS through student discourse, small group instruction and daily practice with academic/TEK language. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Teachers, CCIS, DI, Principal
Strategy 5 Details
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal
Strategy 6 Details
Strategy 6: Dropout Prevention: Teachers will focus on student intervention through math and reading courses to intervene and check for understanding. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Principal
Strategy 7 Details
Strategy 7: 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. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Our PBIS leaders and committee will facilitate the implementation of multiple campus-wide activities that encourage positive behavior. Strategy's Expected Result/Impact: Students and staff will commit to promoting respect, inclusion, and understanding of all members in our school community. There will be an increased focus on positive behavior through the PBIS program. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Director of Instruction, and PBIS Leaders/team
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Salyards will continue to promote and utilize CFISD tipline and teach our students the CFISD Code of Conduct. Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our administrative staff and PBIS team will continue to explore ways to intervene with students and resolve behavioral issues without escalating the student. We will also be proactive with students through positive behavior referrals and Educator's Handbook. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, PBIS Team, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals with perfect attendance each month will earn perfect attendance certificate and a treat. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal, Director of Instruction, Sub Representative paraprofessional.

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Monthly Professional Development Opportunities and Sign Ups
Professional Development Survey
Classroom Walks and Coaching Feedback

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Teachers will continue to be invited to specified professional development at Salyards through teacher created professional development. Strategy's Expected Result/Impact: Teacher created professional development based on feedback and need. Staff Responsible for Monitoring: Principal, Director of Instruction, Staff Development Liaisons.

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Teachers will communicate updated calendar information and resources for parents through Schoology and Salyards monthly SMORE. Salyards will utilize Salyards Schoology and Salyards monthly SMORE to communicate as well as post facebook, twitter, instagram and school messenger to keep parents involved with what is going on at campus. Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. Staff Responsible for Monitoring: CCIS, AAS, Campus Appraisers, Teachers

Cypress-Fairbanks Independent School District

Smith Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Next Year's Recommendation: We will continue the 24-25 school year focusing on meeting or exceeding the STAR performance targets as noted in our 25-26 CIP data table.

Strategy 1 Details

Strategy 1: RLA: Through purposeful planning, teachers will increase student discourse and engagement by utilizing cognitive engagement strategies to intentionally plan and determine effective instructional strategies through blended learning rotations.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

DI

CCIS

Assistant Principal

AAS

Strategy 2 Details

Strategy 2: Math: Through purposeful planning, we will increase student discourse and student engagement by utilizing cognitive engagement strategies to intentionally plan and determine effective instructional strategies through blended learning rotations.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

DI

CCIS

Assistant Principal

AAS

Strategy 3 Details

Strategy 3: Science: Through purposeful planning, we will increase student discourse and student engagement by utilizing cognitive engagement strategies to intentionally plan and determine effective instructional strategies through blended learning rotations.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

DI

CCIS

Assistant Principal

AAS

Strategy 4 Details

Strategy 4: Social Studies: Through purposeful planning, we will increase student discourse and student engagement by utilizing cognitive engagement strategies to intentionally plan and determine effective instructional strategies through blended learning rotations.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

DI

CCIS

Assistant Principal

AAS

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Assistant Principal

AAS

Strategy 6 Details

Strategy 6: Dropout Prevention: The campus will follow up on students withdrawing or not attending school and communicate with parents on a consistent basis.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

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

Next Year's Recommendation: We will continue to provide 100% of the district's safety policies in 2025-2026.

Strategy 1 Details
Strategy 1: Campus Safety: The campus will ensure all students carry clear backpacks that meet the size standards created by CFISD. The campus will ensure all students wear campus ID badges and grade-specific colored lanyards. Strategy's Expected Result/Impact: All students will carry clear backpacks and wear ID badges in order to create a safe and secure environment for learning. Staff Responsible for Monitoring: Principal Assistant Principal Teacher DI
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal Assistant Principal Teacher DI

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Next Year's Recommendation: Same

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal Assistant Principal Attendance Secretary Teachers Counselors
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal Assistant Principal Attendance Secretary Teachers Counselors

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports
Next Year's Recommendation: Same

Strategy 1 Details
Strategy 1: Behavior Management: Smith MS teachers and students will participate in programming and monthly lessons to emphasize positive character traits. They will also proactively use preventative measures to teach rules, procedures, and expectations that create a positive school climate, and provide staff mentors to students to support skills for building positive relationships, resolving conflicts, and resisting negative peer pressure. Strategy's Expected Result/Impact: Discipline referrals will be 0%. Staff Responsible for Monitoring: Principal Assistant Principals AAS PBIS Core Teacher Team
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and encouraged to use those strategies to help students contribute to the positive classroom/school environment. When working with Level 1 and Level 2 infractions, the campus administrators will seek to use conferencing, check-ins, PBIS STRONG, Saber Cash, a mentoring program, and the Student PBIS Core Team. The administrators will monitor student progress and provide additional resources as necessary to the students and staff. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals Principal Counselors AAS

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Next Year's Recommendation: Same

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide rewards and treats for staff members with perfect attendance each 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principal, CCIS

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Goal Setting

Next Year's Recommendation: Same

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Teachers and paraprofessionals will be offered professional development on implementing cognitive engagement strategies in a station rotation style of blended learning. Strategy's Expected Result/Impact: Teachers and paraprofessionals will effectively be able to offer differentiated instruction to support student growth by incorporating cognitive engagement strategies to increase the amount of student discourse within small group instruction. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals CCIS
Strategy 2 Details
Strategy 2: Teachers will receive additional coaching and resources to continue the path to a blended learning classroom. Strategy's Expected Result/Impact: Increase student performance across RLA, Math, Science, and Social Studies. Staff Responsible for Monitoring: Principal DI AAS CCIS

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Next Year's Recommendation: Same

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Increase parent and family engagement through the participation and support of the campus Color Run, student fine arts performances, and activities. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal Assistant Principal DI AAS Teachers Paraprofessionals

Cypress-Fairbanks Independent School District

Spillane Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Students will have more in class time focused on independent reading in high interest text to increase reading volume, vocabulary, and stamina. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: ELA Teachers; CCIS
Strategy 2 Details
Strategy 2: Math: Students need more analytic practice and problem solving opportunities to improve critical thinking on math concepts. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math Teachers; CCIS
Strategy 3 Details
Strategy 3: Science: Students will have more problem solving and analytic opportunities to improve critical thinking and independent thought on Science concepts. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science Teachers; CCIS
Strategy 4 Details
Strategy 4: Social Studies: Students need to increase rigor, analysis, and critical thinking skills on historical concepts through increased differentiation of instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Social Studies Teachers; CCIS

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal; Coaches

Strategy 6 Details

Strategy 6: Dropout Prevention: The dropout rate for the campus will be at 0% by focusing on quality instruction, retention, and monitoring.

Strategy's Expected Result/Impact: The dropout rate will be at 0%.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will teach students and staff safety expectations by use of meetings and drills to ensure preparation for any actual emergency/crisis. Strategy's Expected Result/Impact: 100% of students will know safety expectations for an actual emergency/crisis. Staff Responsible for Monitoring: Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Campus Administration; Campus Safety Coordinator; Teachers; PBIS Lead Team

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

High Priority

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Teachers will increase accuracy of attendance submissions with office personnel to ensure accurate student attendance. Attendance incentives will be promoted in conjunction with the PBIS program for students to earn items for increased and outstanding attendance. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal; Director of Instruction; Assistant Principals; Attendance Assistant
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will use various programs, initiatives, and formal staff development training to proactively mitigate all violent incidents on campus in relation to the previous school year CFISD report on violence and violence prevention. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The administrative team will continue to explore new ways to intervene with students and resolve behavioral issues at school. We will use positive behavior referrals in line with the PBIS program to maintain and promote positive behavior. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals; Principal; PBIS Lead Team; Counselors

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will track teacher & paraprofessional attendance rates for Fall and Spring semesters and communicate this data in monthly staff meetings. We will offer various incentives if staff attendance goals are met for each grading period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal; AESOP Representative

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Classroom implementation of professional learning
Campus wide book studies
Walk-throughs
Lesson Plans

Strategy 1 Details
Strategy 1: High-Quality Professional Development: We will offer staff development training sessions throughout the school year in the areas of GT, ESL, at-risk, and various behavioral management to best support staff in quality professional development. Strategy's Expected Result/Impact: Staff will increase the level of implementation of successful classroom based instructional and behavior management strategies in their classroom reducing behavior issues and increase rigor and learning. Staff Responsible for Monitoring: Principal; Director of Instruction; Assistant Principals; PBIS lead team

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Parents will be invited to attend and/or volunteer at a variety of school events both during and outside of the school day in a virtual setting based the CFISD LEAD safely protocols. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Administrative Team; Teachers; Paraprofessionals

Cypress-Fairbanks Independent School District

Sprague Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: 6th-grade ELAR teachers will purposefully plan small group instruction to support students' proficiency in reading and writing with a specific focus on at-risk students in the approaches and meets categories. 7th-grade ELAR teachers will purposefully plan specific activities and instruction that target students' academic needs with a specific focus on our African American sub-population. 8th-grade ELAR teachers will incorporate visual representations of concepts to support student proficiency in reading comprehension, analysis, and written-reponse with a specific focus on Emergent Bilingual and African American sub-populations. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: ELAR teachers, CCIS, Instructional Leadership Team, Principal
Strategy 2 Details
Strategy 2: Math: All Math teachers will engage in rigorous and purposeful planning, targeted tutorials, and academic student discourse to focus on increasing ALL students from meets to masters proficiency. In addition, each grade level has a specific focus group. 6th grade math teachers will focus on their SPED Population in working with students to better use their accommodations and supplemental aids effectively. 7th grade math teachers will focus on their economically disadvantaged population working with students to better reflect on their learning with more feedback. 8th grade math teachers will focus on their at-risk population working with students more in a small group setting to meet individual student needs. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math Teachers, Math CCIS, Administrative team

Strategy 3 Details

Strategy 3: Science: Science teachers will design and implement rigorous lessons that integrate scientific vocabulary-building activities and hands-on experiments to enhance student learning from meets to masters proficiency. The 8th grade science team will also focus on advancing the African American subpopulation from meets to masters proficiency levels.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Administrative team, Instructional team and Content teachers.

Strategy 4 Details

Strategy 4: Social Studies Department Overall Goal: Through purposeful planning, targeted tutoring, and class instruction, Social Studies will focus on increasing K level meets to masters proficiency with the following instructional strategies: review spiraling, vocabulary, checking for understanding mastery checks, and practicing with new question types. 8th Grade US History STAAR focus goal: Through the use of targeted interventions and purposeful planning, teachers will work to improve Emergent Bilingual student's comprehension of high level content vocabulary.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Administrative team, instructional specialists, content teachers

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal, Director of Instruction, and Coaches

Strategy 6 Details

Strategy 6: Dropout Prevention: The dropout rate for the campus will be at 0% by focusing on quality instruction, retention, and monitoring.

Strategy's Expected Result/Impact: The dropout rate will be at 0%.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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.

Strategy 1 Details
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

High Priority

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Teachers will increase the accuracy of attendance submissions and the attendance office will send home warning letters after 5 day absences. This us our campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: Students attendance rate will be at 95% or higher. Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Counselors, Registrar
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: We will share district announcements, with parents and students, regarding the importance of attending school to ensure we have 95% overall attendance rate. Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Registrar, Counselors, Teachers Administrators will reach out to parents of students with 5 or more absences.

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

High Priority
Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Early intervention processes including Restorative Practices and Relational Practices will be used to address student behaviors before they escalate to increase violence prevention. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our entire staff will use PBIS and our campus matrix to reinforce positive behavior amongst our students. The PBIS team will provide resources to our staff on how to build positive relationships with our students while holding them accountable. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: PBIS Committee, Assistant Principals, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at 96% for the year.

High Priority

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teachers and paraprofessionals with perfect attendance each month will get a shout-out in the campus weekly newsletter and a perfect attendance certificate. Strategy's Expected Result/Impact: Teacher and paraprofessional attendance will be at 96% for the year. Staff Responsible for Monitoring: Principal, Director of Instruction, and Substitute Representative (paraprofessional)

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: During Campus Professional Days, teachers will attend teacher-led PD geared towards their specific request. Strategy's Expected Result/Impact: Teachers will be highly engaged and invested in PD provided by their teacher counterparts. Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Staff Development Liaisons

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: We will increase our parent participation by 2%.

Evaluation Data Sources: Parent Surveys
Sign in sheets
Campus weekly newsletter

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Families receive a weekly newsletter from our campus Principal notifying them of all upcoming and current events. Campus information will be posted consistently on Facebook, Instagram, Twitter, and sent via School messenger. Information will also be shared on our campus marque. Strategy's Expected Result/Impact: Parent and family engagement will be at 90% throughout the entire school year. Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, Academic Achievement Specialist

Cypress-Fairbanks Independent School District

Thornton Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details

Strategy 1: RLA: Teachers will intentionally build in time each week for students to practice critical concepts and receive individualized feedback before being assessed.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

- Intentionally plan for practice time after teaching a critical concept before assessing for a grade.
 - Analyze assessment data/samples to determine areas for individualized feedback.
 - Plan instruction that provides ample, ongoing opportunities for exposure and modeling of determined critical skills so students know how to succeed.
 - Develop and maintain a progress monitoring tool to track individualized student practice, feedback, and growth.
- Teachers will intentionally plan for small group instruction using relevant student data and high-quality resources and constantly provide specific, timely feedback to students in reading and writing.
- Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our students' goals in the content area, as well as a substitute staff member when necessary.

Staff Responsible for Monitoring: Principal

Director of Instruction

Assistant Principals

ELAR CCIS

ELAR teachers

Interventionists

Strategy 2 Details

Strategy 2: Math: Teachers will intentionally plan engaging and authentic learning experiences for students to increase student motivation and meet the diverse academic needs of each student.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

- Use assessment data to drive small group instruction to close learning gaps.
- Use digital and physical manipulatives to create hands-on lessons that build deep conceptual understanding.
- Create opportunities for students to engage in academic discourse
- Provide opportunities for students to continuously engage with the content in and out of the math classroom.
- Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our student's goals in the content area, as well as a substitute staff member when necessary.

Staff Responsible for Monitoring: Principal

Director of Instruction

Assistant Principals

Math CCIS

Math teachers

Strategy 3 Details

Strategy 3: Science: Science teachers will intentionally plan for differentiated instruction across all learning levels of students to target knowledge and skills gaps that have increased in our student population.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

- Use of data to drive planning and instruction.
- Use of HMH for phenomenon-based learning and technology integration for interactive learning
- Use of fundamental 5 for rigor
- Use labs, project-based learning, and blended learning for rigor, deep analysis, small groups, and differentiated instruction.
- Use of student trackers for teacher-student feedback
- Use interactive software (quizzes, Google Slides, Kahoot, etc.)
- Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our students' goals in the content area, as well as a substitute staff member when necessary.

Staff Responsible for Monitoring: Principal

Director of Instruction

Assistant Principals

Science CCIS

Science teachers

Strategy 4 Details

Strategy 4: Social Studies: The teacher will meticulously plan lessons, considering each student's unique learning style.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

- The lessons will be rigorous and relevant, with the student's needs at the forefront. ---We'll use academic terminology and vocabulary to familiarize students and expand their vocabulary knowledge while exposing students to test-taking strategies and study skills.
- Consistent data analysis and observation will be done to make necessary modifications and guarantee that students grasp the TEKs.
- A weekly spiral back will be implemented consistently to minimize the academic gap.
- Additional Title I funded personnel to provide for classroom reduction in lowering student-to-teacher ratio and assisting in meeting our students' goals in the content area, as well as a substitute staff member when necessary.

Staff Responsible for Monitoring: Principal
Director of Instruction
Assistant Principals
Social Studies CCIS
Social Studies teachers

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: The campus will work with families to keep all students actively engaged in the learning process.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Principal
Director of Instruction
Assistant Principals
Counselors
Registrar
Academic Achievement Specialist
DI Helping Teacher
Behavior Interventionist
CCIS
Teachers

Strategy 7 Details

Strategy 7: 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:

Science Olympiad

-Destination Imagination

-Support Campus Fine Arts Programs of Band, choir, art

-STEAM Club

-Girls in Coding

-Explore UT Field Trip

-Hispanic Forum Field Trip

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Encourage female students in STEM

Allow students opportunities to experience success outside of the classroom

Expose students to real world application opportunities

Staff Responsible for Monitoring: Principal

Director of Instruction

Assistant Principals

Counselors

Academic Achievement Specialist

DI Helping Teacher

Behavior Interventionist

CCIS

Teachers

Strategy 8 Details

Strategy 8: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

With Title I support, Thornton will implement the following measures:

1. Salaries - The 7 class-size reduction teachers in history (3), math , reading (2) and science will assist with meeting our students' goals in all content areas.
2. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.
- 3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.
4. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.
5. PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.
6. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.
7. Extra Duty Pay - Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP.
8. Parent Involvement - We will increase parent involvement throughout the year with events like Patriot Express, Open House, Curriculum Night, Counselor Conversations, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.
9. Tardy Calculator Subscription - We will increase student attendance by tracking tardies for all students.
10. Supplies - Classroom supplies such as wireless keyboards for Promethean boards will increase teacher proximity and support our instructional goals as specified in the CIP.

Staff Responsible for Monitoring: Principal

DI

AP

Counselors

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will enforce the following layers of safety: - Clear backpacks - Student ID badges - Staff ID badges - Reduction of entry/exit points - Reduction and awareness of visitors in the building - Primary and secondary reunification sites -Weekly door checks Strategy's Expected Result/Impact: 100% of students and staff will know the layers of safety and respond appropriately to safety protocol. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), and Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines with students and staff responding appropriately to safety protocols. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Campus-wide tardy process to reduce the number of students arriving to class late and arriving to class absent after 10 minutes. Strategy's Expected Result/Impact: Decrease of tardies by 15% Increase in class attendance Staff Responsible for Monitoring: Principal APs

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will work to reduce violent incidents through providing grade level lessons addressing social skills, communication, problem solving and coping. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Behavior Interventionist
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Positive Behavior reinforcers will be utilized more frequently to reduce incident frequency. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal Assistant Principals Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Increased frequency of staff morale events. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Develop a stronger staff morale committee. Through PBIS (staff incentives) teachers will be rewarded for attendance. Assign Leaders to designated roles in the staff morale area. Staff Responsible for Monitoring: Principal Director of Instruction Leadership Team Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: ESL Study groups, GT certification opportunities, implementing fundamental 5 strategies, and Technology sessions with a campus or district leader are all opportunities available to staff. Strategy's Expected Result/Impact: Additional Staff members acquire their GT certification Additional staff members become ESL certified Staff are better equipped to meet the emotional needs of the students Opportunities are provided to staff to grow in their field by attending professional development specific to their content. Staff Responsible for Monitoring: Director of Instruction

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 20%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Through PBIS, VIPS Committee Teachers and staff will work to build opportunities with all campus and community stake holders. We will consistently communicate and afford opportunities for parents to be actively involved. Such opportunities include but are not limited to: -4 CPOC meetings -Counselor Conversation Meetings -Open House with Title I parent meeting -Patriot Express/Meet the Teacher -Electives Night -Fall Curriculum Night -Spring Curriculum Night -Support provided for the English for Parents community program -College Academy Parent Informational Meetings -Four Year Planning Informational - Dyslexia Parent Meeting -Mail out of information Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%. 100% of parents have the opportunity attend a meeting at a time that best suits their needs. Parent resources and snacks will be provided to assist parents in coming to events immediately from work. Extra duty pay will be utilized to extend the contract day of staff to support parent events. A campus translator will be provided for parents of students who have another language other than English so they feel more comfortable attending events. Paper copies of pertinent school resources will be provided to parents through mailouts. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principals Counselors DI Helping Teacher Academic Achievement Specialist Behavior Interventionist CCIS Staff

Cypress-Fairbanks Independent School District

Truitt Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: ELA and Reading teachers will design lessons that define rigor by unpacking the standards and implementing strategies to support all students, with a specific focus on AA and EB students. These strategies will involve breaking lessons into manageable chunks, conducting student conferences, providing targeted small-group instruction, and fostering student discourse and student-led collaborative learning, all while enhancing rigor and relevance. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: ELAR/ESL teachers Instructional Leadership Team
Strategy 2 Details
Strategy 2: Math: Math teachers will plan and implement strategies, such as differentiation and targeted small-group instruction, to enhance the rigor and relevance of daily lessons while supporting all student subpopulations. Lessons will be developed by unpacking the standards to align with the rigor of the standards and to strengthen problem-solving skills, promoting greater student engagement in collaborative learning. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math teachers Instructional Leadership Team
Strategy 3 Details
Strategy 3: Science: Science teachers will plan for and implement strategies that support all student populations, with a focus on the Hispanic subpopulation, by implementing differentiated and targeted small instruction, student-led collaborative learning while increasing the rigor and relevance by engaging students to explore scientific concepts through hands-on experiments, problem-solving, and critical thinking. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science teachers Instructional Leadership Team

Strategy 4 Details

Strategy 4: Social Studies: Social Studies teachers will plan and implement strategies that support diverse student populations by incorporating targeted small group instruction, student discourse, and student-led collaborative learning. These strategies will increase rigor and relevance while aligning with the TEKS.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies teachers
Instructional Leadership Team

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness-related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Coaches

Strategy 6 Details

Strategy 6: Dropout Prevention: We will meet the needs of all students that are at the risk of not graduating by utilizing the Behavioral Specialist, AASs, AP, Grade level Counselor, and Principal.

We will work collaboratively to ensure any student coded with a 98 is located and school placement is recorded.

Strategy's Expected Result/Impact: The dropout rate will be 0%.
Students will consistently meet academic and behavioral goals.
Improved academic performance on STAAR, DPM, and Checkpoints.
All students will increase their reading Lexiles by 100%+.

Staff Responsible for Monitoring: Administration Team
Registrar
District Attendance Officer

Strategy 7 Details

Strategy 7: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities to provide all students with a well-rounded education:

UIL Athletics and Athletic Programs

UIL Fine Arts and programs

Various Clubs

Destination Imagination

Robotics

Technology Student Association

Dance

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Allow students opportunities to experience success outside of the classroom

Expose students to real-world application opportunities

Staff Responsible for Monitoring: Teachers

Administration

Strategy 8 Details

Strategy 8: At-Risk: 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

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

DI

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will continue holding monthly faculty meetings and ensure the consistent enforcement of the Student Code of Conduct. Strategy's Expected Result/Impact: 100% of staff and students engage in common language and expectations as outlined by PBIS matrix. Staff Responsible for Monitoring: Principal APs All staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown in the classroom as well as Lockdown drills in large gatherings and lunch settings, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: APs
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: APs

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Student Code of Conduct meeting takes place in the first month of school and reviewed in January, PBIS and initiatives, and staff will be in hallways during each passing period. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Student behavior will be addressed using a continuum. Teachers will make the first parent contact and document it before submitting an office referral. We will utilize the Educators Handbook. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will create opportunities to celebrate our substitutes and absences will be submitted as far in advance as possible. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%. Staff Responsible for Monitoring: Principal DI, APs
Strategy 2 Details
Strategy 2: Teacher/Paraprofessional feedback, collaboration, and recognition: Staff will receive feedback and teacher appreciation throughout the year. Strategy's Expected Result/Impact: Feedback, recognition, and collaboration with teachers and paraprofessionals will increase to 98%. Staff Responsible for Monitoring: Principal DI, APs

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are receiving High-Quality Professional Development: By the end of the current 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
Formal Observations
Lesson Plans

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Truitt Staff will participate in campus and district PD focused on our campus needs including Genius Hour, Dr. Hardy - Rigor & Relevance, Model School Conference, Lead4Ward, ESL Strategies, Content Share Sessions, Sibme AI, and Instructional Team Coaching. Strategy's Expected Result/Impact: Define the rigor by unpacking the standards Small group instruction implementation How data correlates to student growth First-time quality instruction Meeting the needs of Subpops Staff Responsible for Monitoring: Instructional Leadership Team
Strategy 2 Details
Strategy 2: Teachers will participate in training to prepare them to close the achievement gaps of all students using the appropriate level of rigor and pacing. Trainings include ICLE Rigor Relevance, Lead4ward, and Sibme AI. Strategy's Expected Result/Impact: Decrease in students' learning gaps and improvement in district and state assessments. Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS, Academic Achievement Specialist, Teacher

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 50%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: A newsletter will be sent out to include a message from the principal and Parent & Community Liaison with upcoming events and important dates. Campus social media (Facebook, Twitter, Instagram) will also be used to showcase events as well as all important information and updates. Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%. Staff Responsible for Monitoring: Principal Media Specialist Campus secretary
Strategy 2 Details
Strategy 2: Parent and Family Engagement: Parents will be invited to participate in several family engagement activities throughout the school. Snacks and materials will be provided. Strategy's Expected Result/Impact: School/home partnership will be strengthened. Staff Responsible for Monitoring: Leadership Team Teachers

Cypress-Fairbanks Independent School District

Watkins Middle School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details
Strategy 1: RLA: Teachers will increase academic achievement by raising the rigor; using differentiation in lesson plans, establishing strong classroom routines, and implementing small group instruction based on current data. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS, ELAR teachers
Strategy 2 Details
Strategy 2: Math: Teachers will plan for meaningful enrichment lessons to facilitate the growth for students to raise their performance to the next level. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS, Math teachers
Strategy 3 Details
Strategy 3: Science: Teachers will increase their opportunities to vertically align themselves with familiar academic vocabulary in order to increase academic achievement by 13% for our Special Education, Economically Disadvantaged, and Emergent Bilingual focus group. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS, Science teachers

Strategy 4 Details

Strategy 4: Social Studies: Teachers will intentionally plan for students to increase their critical thinking skills using various instructional strategies.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Director of Instruction, AAS, CCIS, Social Studies teachers

Strategy 5 Details

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: Dropout Prevention: The assistant principals will work with the Registrar, Counseling office, and AAS office to make contact and create an action plan with parents.

Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

Staff Responsible for Monitoring: Principal

APs

Counselors

Registrar

Strategy 7 Details

Strategy 7: 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: monthly Bringing Out the Best Lessons, PBIS presentations, and counseling lessons. The teachers will nominate and the campus will celebrate students meeting the monthly BOTB lessons.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

APs

Counselors

Strategy 8 Details

Strategy 8: At-risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

With Title I support, Watkins will implement the following:

1. Salaries - Hire teachers to reduce the class sizes in math and reading, with TWO instructional paraprofessionals to provide additional support to assist students in meeting or exceeding targets on the attached CIP target table.
2. Extra Duty Pay - teacher and support staff will be paid to assist with intervention programs outside of the school day, such as Saturday school and/or our accelerated instruction after school program.
3. Professional Development - Staff registration and conference fees will be paid when attending educational conferences to acquire more professional development to address the specific needs of our lower performing students groups.

Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialists, CCIS

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal
Director of Instruction

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: When a student forgets his/her badge, a temporary badge will be available in the cafeteria and gym in the morning to provide students a badge to wear for the day. Students will be given electronic rewards through the PBIS Rewards system for displaying appropriate and safe behavior at school. Any staff member or substitute who does not have his/her badge for the day will receive a temporary badge at the receptionist desk. The main entry point for visitors will be the front vestibule, as stated by various signs around the building. Staff will use a QR code when exiting or re-entering the building to provide data immediately to the Principal Secretary. Exterior and interior door sweeps will be conducted regularly to ensure a safe environment, and rooms that do not meet this expectations will be addressed by the campus Security Liaison. Cameras will be active at the Principal Secretary and Assistant Principal Secretary's desk to report any questionable activity. Strategy's Expected Result/Impact: No unauthorized visitors and all students are recognizable. Staff Responsible for Monitoring: Principal Assistant Principals Principal Secretary
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Counselor Registrar
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Counselors Registrar

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate through our PBIS committee. Counselors will support students through personalized small groups during their lunch time. Strategy's Expected Result/Impact: Violent incidents will continue to be 0%. Staff Responsible for Monitoring: Principal Assistant Principals Counselors PBIS Committee
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The assistant principals will work with the Counseling office to support students in responding to adult re-direction by providing mediation and small group activities. The team will also focus on proactive mediation/restorative conferences between students to prevent any further incidents. We will combine these efforts with our PBIS initiative in continuing to set campus wide expectations for students. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: APs Counselors PBIS Committee

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: A campus incentive-based system has been implemented to promote staff attendance and decrease absenteeism. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal Principal Secretary Substitute Clerk

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 75% 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
Strategy 1: High-Quality Professional Development: Staff will receive professional development from educational entities such as the International Center for Leadership in Education, TASSP, ASCD, Region IV, etc. Strategy's Expected Result/Impact: Increase percentage of teacher retention and meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal Director of Instruction

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will increase communication with the community through our campus website, social media, and flyers sent home with students. We will also hold parent meetings and events throughout the year to create opportunities for parents to get involved more. To obtain more volunteers on our campus, we will provide volunteers with more specific information in a timely fashion and provide more choice in their involvement within each event. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal Director of Instruction Counselors Principal Secretary

Cypress-Fairbanks Independent School District

Bridgeland High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English Language Arts: English I Teachers will improve STAAR scores for our SPED students at all levels by scaffolding lessons and encouraging accommodations to increase overall rigor and output. English II teachers will focus on pacing and curriculum delivery. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: TL, Teachers, CIC, Director of Instruction
Strategy 2 Details
Strategy 2: Math (Algebra I): We will enhance proficiency at the meets and masters levels for our economically disadvantaged students by implementing grading procedures that foster a deeper comprehension of mathematical content. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: TL, teachers, CIC, Director of Instruction
Strategy 3 Details
Strategy 3: Science: The biology team will improve STAAR scores for our SPED students at all levels by incorporating more small-group instruction to increase engagement. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: TL, teachers, CIC, Director of Instruction

Strategy 4 Details

Strategy 4: Social Studies: The US History Team will address the achievement gap in our African American student population by implementing strategies that will yield higher academic vocabulary usage, strive to remove other academic barriers.,

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: TL, teachers, DHIT, CIC, Director of Instruction.

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: We will implement a support system to track students pursuing certification. This system will provide encouragement, mentoring, and connections with industry speakers and mentors specific to each CTE program. Strategy's Expected Result/Impact: By keeping track of which students are on the path or earning their certification and providing guidance, we can ensure that students take their certification exams. Staff Responsible for Monitoring: CTE Department Chair, CIC, DI
Strategy 2 Details
Strategy 2: Teachers will provide support sessions that integrate test preparation for certification exams, along with resources such as test-prep materials, and practice exams where possible. Strategy's Expected Result/Impact: Students will approach certification exams well-prepared. Staff Responsible for Monitoring: Teachers, CTE DC, CIC

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: The campus will work on giving access to DC courses to more students via parent education during campus academic fairs, and counselor information sessions (coffee with counselors). Strategy's Expected Result/Impact: Parents and students will be able to learn about the benefits of taking DC courses. Staff Responsible for Monitoring: Counselors, DI
Strategy 2 Details
Strategy 2: The campus will seek to increase the number of DC courses by encouraging current staff members with master's degrees to pursue the plus 18 credits. Strategy's Expected Result/Impact: Increase the number of DC-qualified staff members to increase the number of courses and sections offered Staff Responsible for Monitoring: DI and Counselors

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: We will work with student leaders and staff in extracurricular programs to increase student awareness of extracurricular options and help students find activities that match their interests and schedules. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: Principal

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: The Response to Intervention (RTI) team will closely monitor all seniors at risk of not graduating and create individualized support plans to help them get back on track and successfully meet graduation requirements. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: The campus will work with students experiencing academic struggles but regularly notify students and teachers of potential failures and ways to bridge grades through additional opportunities to show mastery of content. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Bridgeland High School will implement all CFISD/campus safety practices throughout the year. Classroom staff members will actively supervise students in the hallways and keep doors closed and locked during instructional time per CRASE training. Additional staff actively supervise students in the cafeteria and after school to create a safe environment for all students. Staff members will also actively supervise students who remain for after school activities. All staff will continue to support the policies on clear backpacks, the use of cell phones, and student identification badges. Strategy's Expected Result/Impact: Student and teacher engagement will increase, and student disruptions will decrease, resulting in a focused and engaged learning environment where students and staff feel safe and secure. Staff Responsible for Monitoring: *Principal *Associate Principal *Assistant Principals *Teachers and Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: *Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The Threat Assessment tool will be an approach to violence prevention that involves an intervention with students who have threatened violence in some way. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: *Principal *Associate Principal *Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. A proactive restorative approach will be used to transform student behavior through rebuilding and repairing relationships with peers and adults when conflicts occur. This consistent approach will allow students the opportunity to learn appropriate social skills and emotional responses, which will prevent further misbehaviors. Because of the large enrollment in the school, it is critical to continue to be consistent with discipline and follow-up. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: *Principal *Associate Principal *Assistant Principals *Teachers

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will build systems that support our teachers and paraprofessionals to feel successful (teacher efficacy) such as: - Instructional Shout Outs each week, - incentives/rewards for consistent Friday attendance, - new teacher support through NTIP, - frequent classroom visits with precision feedback, - Sunshine Committee events to build camaraderie and school pride. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1% - supporting school vision of "wanting to be here every day." Staff Responsible for Monitoring: Principal Attendance secretary Director of Instruction

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Coaching cycles with CICs based on request, CF-TESS goals, and need. Strategy's Expected Result/Impact: Teachers will receive targeted support on individualized needs by experience and content, allowing teachers to improve craft and impact on student success. Staff Responsible for Monitoring: Principal Director of Instruction CIC team
Strategy 2 Details
Strategy 2: The instructional team will revamp our campus professional library and share with teachers personalized training and book study options. Strategy's Expected Result/Impact: Teacher engagement on implementation of strategies increases based on choice, investment. Staff Responsible for Monitoring: Director of Instruction DI Helping Teacher CIC team

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records
decrease in tip lines
Email communication

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will use varied forms of communication, including more SMS texts to parents for key information about events. Strategy's Expected Result/Impact: Parents will have a clearer understanding of school processes, deadlines, and contact information. Staff Responsible for Monitoring: Principal Director of Instruction Lead Counselor Assistant Principals

Cypress-Fairbanks Independent School District

Cy-Fair High School

2024-2025

Accountability Rating: B



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English Language Arts: Teachers will conduct writing conferences with students after each essay writing assignment. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: CIC, DI, AAS
Strategy 2 Details
Strategy 2: Math: Improve purposeful planning in all Math classes to increase the rigor and engagement in all levels of classes. All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: CIC, DI, AAS
Strategy 3 Details
Strategy 3: Science: Improve purposeful planning in all Science classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating more vocabulary review/activities. All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement. Purposeful focus on academic vocabulary. Utilizing Classkick, Gimkit, and manipulatives. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: CIC, DI, AAS

Strategy 4 Details

Strategy 4: Social Studies: Improve purposeful planning in all Social Studies classes to increase the rigor and engagement in all levels of classes. Improve student academic language skills by incorporating more vocabulary review/activities.

All teachers are focusing on data-driven decision making to increase rigor, alignment, and engagement.

Continuing to increase critical thinking into the everyday activities. Increasing tests and quizzes stimuli to prepare them for the EOC - reducing number of questions, but increasing rigor. Use Bridge Time to help.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: CIC, DI, AAS

Strategy 5 Details

Strategy 5: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: By utilizing our campus CTE Scholarship fund to aid students in paying for their certification exams. Strategy's Expected Result/Impact: Increase the number of students taking their certification exams by 2% each year. Staff Responsible for Monitoring: DI & Lead Counselor

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: By utilizing At-Risk funds to pay for facilities on weekends to give practice AP exams. Strategy's Expected Result/Impact: Increase AP test readiness and improve scores. Staff Responsible for Monitoring: DI & AAS

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: We will partner with our feeder middle schools to build interest and grow Fine Arts and athletic programs. Strategy's Expected Result/Impact: Increase enrollment and participation in Fine Arts and athletic programs by 2% each year. Staff Responsible for Monitoring: DI, Principal, Head Directors, & AD

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: We will utilize our Finish Line program to focus on the success of at-risk seniors. Strategy's Expected Result/Impact: Increase graduation rate by 1% each year. Staff Responsible for Monitoring: DI & Lead Counselor

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Campus Safety: Daily exterior door checks, controlled access points, increased visibility of teachers and administrators, and utilization of Cy-Fair Tip-Line. Strategy's Expected Result/Impact: Cy-Fair will be a safe and secure learning environment for students and staff. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will utilize Safety resources and CFPD. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Implementation of PBIS strategies, Behavior Continuum training for staff, Bringing Out the Best Program, and peer mediation. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will improve by 3% when compared to the previous school year attendance rate.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: The Cy-Fair Administration will meet the needs of teachers in order to decrease absenteeism. We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Bobcat Brag, Most Valuable Bobcat, and frequent classroom visits with feedback. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will improve by 3% when compared to the previous school year attendance rate. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Cy-Fair Admin team will provide/host relevant professional development opportunities for teachers and paraprofessionals. The following training opportunities will be provided: Coaching Cycles with a Campus Instructional Coaches, introductory training for campus look-for strategies in August, Tag-A-Teacher Peer Learning opportunities, SIBME reflection opportunities, and continued training on the offered technology: Classkick, Gimkit, Schoology, and Performance Matters. Cy-Fair Admin have also created a Professional Library, on campus, that provides teachers with opportunities for independent book study, team book studies, and varying classroom activities for checkout. Strategy's Expected Result/Impact: Teachers will feel confident in their ability to implement the 24-25 Classroom Look-Fors. Teachers will feel supported with their access to relevant and meaningful professional development. Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Communication with VIPS Partners
Parent Sign-Ins for meetings & campus events
Canva Data- Bobcat Blast Engagement Data

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Utilizing various forms of communication and sending communication in both English and Spanish (and offering additional languages when able). We will communicate with our parents using Schoolmessenger sending texts, email, and calls. We will increase communication by additionally using Canva to send monthly newsletters to parents and community. Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. Staff Responsible for Monitoring: School Administration, VIPS

Cypress-Fairbanks Independent School District

Cypress Creek High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English Language Arts: Teachers will continue to work toward meeting and exceeding the STAAR performance targets by building academic language and transferable skills, building relationships with and among students, differentiating lessons for all learners, and addressing learned helplessness and skills gaps through building student confidence. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, CICs, AASes, English Department Chair, English I & II Team Leaders, In -lass Support (Sped) English Teachers
Strategy 2 Details
Strategy 2: Math: Teachers will continue to work toward meeting and exceeding the STAAR performance targets by focusing on individualized student needs, building math comprehension skills, and incorporating direct teaching of test-taking strategies to build confidence and motivation in our Algebra I students. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, CICs, AASes, Math Department Chair, Algebra I Team Leader, In -lass Support (Sped) Algebra I Teachers
Strategy 3 Details
Strategy 3: Science: Teachers will continue to work toward meeting and exceeding the STAAR performance targets by implementation of Science and Engineering practices through all content units such as the use of phenomena to engage students in asking questions, and defining problems based on observations. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, CICs, AASes, Science Department Chair, Biology Team Leader, In-Class Support (Sped) Biology Teachers

Strategy 4 Details

Strategy 4: Social Studies: We will continue to work toward meeting and exceeding the STAAR performance targets by increasing differentiation through a variety of engagement strategies to increase student motivation and interest in U.S. History.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction, CICs, AASes, Social Studies Department Chair, U.S. History Team Leader, In-Class Support (Sped) U.S. History Teachers

Strategy 5 Details

Strategy 5: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, DI, AAS

Strategy 6 Details

Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Bringing Out the Best, PBIS lessons, Student Council, fine arts programs, UIL athletics

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: We will encourage students in CTE courses to earn eligible IBC and track their progress. Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year. Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: We will encourage students to enroll in dual-credit and advanced placement courses and monitor their progress. Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: We will encourage students to participate in Fine Arts and athletic programs. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: Principal

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: We will support seniors at risk of not graduating on time by creating individualized support plans. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: By utilizing a "HELP" communication tool, along with the reinforcements of clear backpacks, IDs, and no headphones/earbuds in the hallways, we will create an environment that is safe and conducive to learning. These limited interruptions will enhance first-time instruction in the classroom. Strategy's Expected Result/Impact: Students will be receiving instruction due to fewer students lingering in the hallways. Fewer non-compliance disruptions will occur. An increase in the quality and delivery of first-time instruction will be noted. Staff Responsible for Monitoring: Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Director of Instruction, Department Chair, Team Leaders, Academic Achievement Specialists, Counselors, All Teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Faculty and staff will actively participate in the following professional learning and training: -Book Studies and Staff Presentations with planning incorporated -Campus professional development focused on building relationships and understanding Emotional Poverty -Promotion of PBIS. -Emerging Bilingual Support -Special Education Lunch and Learns Additionally, specific faculty/staff will be trained on and will utilize Suite 360 and Everyday Speech programs in order to assist in reducing students' violent behaviors in school. Through these professional learning and training, our faculty and staff will gather different approaches to more effectively working with our students (i.e. SPED African American) to reduce the number of DAEP placements and increase the level and quality of first-time instruction. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Special Ed Administrator, Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers struggling with classroom management techniques that lead to student office referrals will be supported by Campus Instructional Coaches and Appraisers. Assistant principals will utilize the CFISD Code of Conduct, the districts suggested restorative interventions list, and the Cy Creek behavior continuum, developed by the Assistant Principals, to guide and support students who are struggling to adhere to the campus expectations. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Special Ed Administrator, CICs

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: The administrative team will provide incentives, including consumable treats and other rewards for teachers and paraprofessionals who exemplify attendance practices. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Teacher feedback/Survey

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Teachers will receive additional professional development in the following areas: Emotional Poverty Supporting Emerging Bilinguals Developing Personal Professional Goals and Goals for Student Growth. Strategy's Expected Result/Impact: Teachers will develop their instructional and relational capacity to effectively teach and build relationships with their students. Staff Responsible for Monitoring: Director of Instruction, CICs, Department Chairs, Team Leaders, Appraisal Team

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Communication with parents
Translated documents
Agendas for events with dates/times

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Through community outreach programs, including Cougar Camp (9th grade orientation), 10th-12th Orientation, bilingual parent meetings and events, Spanish Speaking Secretaries Translating Schedule to assist staff with contact, and the implementation of our Spanish Speaking Liaison, will see an increase of minority students' parents attending school-related activities. We will also use our new Cougar Links, parents and students are able access all Cy Creek information through a QR code. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal, Associate Principal, Dir of Instruction

Cypress-Fairbanks Independent School District

Cypress Falls High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English Language Arts: Students will receive immediate formal and informal feedback during reading and writing activities through small group instruction and teacher conferences. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: English I/II teachers
Strategy 2 Details
Strategy 2: Math: Algebra I students will receive immediate formal and informal feedback during class activities through small group instruction and teacher conferences. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Algebra I teachers
Strategy 3 Details
Strategy 3: Science: Biology students will receive immediate formal and informal feedback during class activities through small group instruction and teacher conferences. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science teachers

Strategy 4 Details

Strategy 4: Social Studies: US History students will receive immediate formal and informal feedback during class activities through small group instruction and teacher conferences.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies Teachers

Strategy 5 Details

Strategy 5: Well-rounded education: Students will be provided with a well-rounded education through activities such as: participation in Honor Societies, Key Club, Vertical Horizon's Showcase, Science Olympiad, and Academic UIL Competitions.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Associate Principal, DI

Strategy 6 Details

Strategy 6: At-risk 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: We will - Utilize a Campus Instruction Coach (CIC) to support CTE teachers. - Implement CTE/CCMR data digs to analyze earned certificates and develop an action plan with individual teachers. - Use Title I funds to cover the cost of all industry certifications. - Review and revise processes for ensuring students are taking required coursework to accompany certification tests. Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year. Staff Responsible for Monitoring: Department Chair, CTE Counselor, DI

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: Counselors will share individual college readiness data with students during course selection conferences. Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. Staff Responsible for Monitoring: Counselors

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: Academic Achievement Specialists will identify and conference with incoming 9th graders who are not involved in an UIL activity. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: AAS

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: Identify, target and track repeat 9th graders in order to create clear credit recovery plans based on individual student needs. Strategy's Expected Result/Impact: More students on track to graduate by the end of the second year of high school. Staff Responsible for Monitoring: AAS, Counselors, APs

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: All staff with supervision from Safety Team

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Associate Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Associate Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Utilize SOAR and PBIS to teach and reinforce positive student behaviors. Strategy's Expected Result/Impact: Violent Incidents will be 0% Staff Responsible for Monitoring: APs, Associate
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Administrators will use the Code of Conduct along with Restorative Intervention strategies when addressing discipline issues. AP's continue to mediate in order to build healthy relationships between students, teachers and families. We will continue to improve practices that bridge cultural divides. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate, APs

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Acknowledge perfect attendance for staff in various ways (social media, Monday Morning Notes, Teacher SOAR drawings, and other various means of recognition. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, DI, Associate Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: 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
Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on needs and interest. Both face-to-face and virtual options on a variety of topics will be available. Some areas of focus will be CTE, technology, GT , ELL instruction , ESL certification prep, and Content Specific Conferences, and culturally responsive teaching practices. Strategy's Expected Result/Impact: Quality first time instruction Staff Responsible for Monitoring: DI, Principal, Teacher Leaders

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Increase opportunities for parent involvement and awareness of opportunities. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, Associate Principal, DI

Cypress-Fairbanks Independent School District

Cypress Lakes High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English Language Arts: English I and English II teachers will support Hispanic and African American students by focusing on increasing relevancy through crafting student-centered lessons through collaborative planning. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers
Strategy 2 Details
Strategy 2: Math: Algebra 1 teachers will support African American and Hispanic students by strategically designing lessons with relevance and engagement. Teachers will focus on creating lessons that captures students' interest. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers
Strategy 3 Details
Strategy 3: Science: The Biology team will use instructional strategies to increase student discourse, including intentional planning of questions to ask students during lessons, ways to teach students how to talk to one another about science, and to how to encourage that discourse. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers

Strategy 4 Details

Strategy 4: Social Studies: U.S. History teachers will support students by planning engaging and challenging lessons that include multiple checks for understanding to ensure student success.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers

Strategy 5 Details

Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in a variety of enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal and Title 1 Coach

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: Students will continue to enroll in consecutive CTE courses of studies and will complete industry-based certifications (IBC) with the support of Title 1 funding. Strategy's Expected Result/Impact: Students' four-year plan will show outlines for consecutive course enrollment. Staff Responsible for Monitoring: Director of Instruction, Principal, Counselors

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: The counseling team will continue to educate students and parents about the benefits of completing college-level courses in high school, while AP/DC teachers will continue to promote and encourage students to enroll in DC/AP courses. Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. Staff Responsible for Monitoring: Director of Instruction, Principal, Counselors, CTE Teachers

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: Extra-curricular sponsors will promote their organizations and participate in Spartan Showcase, Open House, and Fall Festival Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: Counselors and Assistant Principals

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: Administration and teachers will work together to strengthen instructional engagement in the classroom. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Director of Instruction, Principal, Associate Principal
Strategy 2 Details
Strategy 2: Administration and teachers will work to build strong relationships with students to aide in dropout prevention. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Associate Principal, AAS

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Campus leaders will train, mediate, and counsel students and teachers throughout the school year for conflict resolution and restorative discipline practices. Students, staff, and the community will be aware of Cy-Fair Tip line and understand how to use it. Campus processes are in place to ensure students wear ID badges, carry clear backpacks, and are on-time and present in class. The door alarms are monitored by the campus receptionist and the AP office. There is an administrator that consistently monitors the cameras. Strategy's Expected Result/Impact: Increased active supervision by staff. Reduction of discipline referrals. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principal Behavior Interventionist
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Entire Staff

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Our campus will continue to utilize PBIS, VALOR, in order to teach the expected student behaviors. These lessons are taught throughout the year and are reinforced each time a student is out of compliance. VALOR stands for Value, Aspire, Lead, Own, and Respond. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Behavior Interventionist
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS practices will continue. Student and parent conferences will be held in order to teach appropriate behaviors. Increased communication with parents. Peer mediation strategies. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate Principal Assistant Principals Behavior Interventionist

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Teachers who have perfect attendance for each grading period will be acknowledged. Our administrative staff and department chairs actively monitor staff attendance by grading period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal Principal's Secretary Department Chairs

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our AAS team. Some areas of focus for this will be: Quantum Learning, GT training, ESL Strategies, Culturally Responsive Teaching practices, and more. Strategy's Expected Result/Impact: As a result of these professional development trainings, teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students. Staff Responsible for Monitoring: Principal Associate Principal Director of Instruction

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Use multiple methods to communicate with parents. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principal

Cypress-Fairbanks Independent School District

Cypress Park High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English I and English II: We will intentionally plan with advanced level students in mind and scale down for on level students to increase rigor. Teachers will utilize reader-writer journals to give students low risk writing opportunities each week and will give individual feedback in small group conferences after writing assignments and DPMs. Teachers will discuss (with students) the objectives/skills they were tested on and provide time to review/adjust their answers/thought processes. Teachers will diversify source materials (e.g. using multimedia options) to build skills and make texts more accessible to students. In addition, we will utilize L1 & L2 and depth & complexity icons to help students think critically about and connect to texts. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, English Teachers
Strategy 2 Details
Strategy 2: Algebra: Teachers will engage students in small groups to target areas of growth and reinforce higher level processes; Teachers will use data to provide opportunities for differentiated levels of practice & assessment to increase students' mastery. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Math Teachers
Strategy 3 Details
Strategy 3: Biology: We will be intentional about planning for collecting data in order to differentiate small groups as we focus on vocabulary, test taking strategies, and increasing our amount of students reaching meets and masters levels on the EOC. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Science Teachers

Strategy 4 Details

Strategy 4: US History: We will implement targeted instructional support and resources for economically disadvantaged students to address specific learning gaps, provide additional small group instruction to reinforce key concepts, and use student discourse to:

- o Organize student-led discussion groups and forums.
- o Train students in effective communication and advocacy skills
- o Facilitate dialogues between students and educational/community leaders.
- o Document and analyze key issues raised in student discussions.

By focusing on these objectives, the goal aims to enhance the educational outcomes for economically disadvantaged students, ensuring they achieve higher standards of academic success.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coach, Team Leaders, Social Studies Teachers

Strategy 5 Details

Strategy 5: 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: Choir and other Performing and Visual Arts programs, Student Leadership, PBIS

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal and Title 1 Coach

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: CCMR: We will support students in Career and Technology (CTE) classes with resources and aligned coursework that matches the rigor of the corresponding college course or career to show post-secondary readiness. Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year. Staff Responsible for Monitoring: Principal, Director of Instruction, Lead Counselor, CTE Counselor, AAS

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: CCMR: We will support students in Advanced Placement (AP), Dual Credit (DC) classes with resources and aligned coursework that matches the rigor of the corresponding college course or career to show post-secondary readiness. Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. Staff Responsible for Monitoring: Principal, Director of Instruction, Counselors, Dual Credit Team, AAS

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: Extra-Curricular Activities: Students will be provided the opportunity to participate in the fine arts and athletics programs, courses, and/or activities in order to provide all students with a well-rounded education. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: Principal, Director of Instruction, Athletic Coordinator, Counselors

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: Graduation Rate: We will utilize the following programs to work toward having an exceptional graduation rate for our graduation class of 2025 and beyond: CFISD's Character Education, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Community Youth Services Social Worker Support for at-risk students. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, AAS, Counselors
Strategy 2 Details
Strategy 2: Dropout Prevention: We will utilize the following programs to work toward having an exceptionally low dropout rate: CFISD's Character Education, PBIS, Academic Interventions, Tutorials, Counselor Support, Assistant Principal Support, Home Visits, and Community Youth Services Social Worker Support for at-risk students. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, AAS, Counselors

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will utilize the following strategies: Provide advisory lessons that focus on problem-solving skills, work with students individually on conflict resolution, provide positive reinforcement using PBIS resources, use restorative questioning strategies and reflective assignments to help students reflect on behaviors. Strategy's Expected Result/Impact: The expected outcome is a decrease in student behaviors that cause classroom disruptions that interfere with an orderly school environment and result in students being removed from class by 5% by June 2025. Staff Responsible for Monitoring: Associate Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines and 100% of students will know the expectations for an actual emergency/crisis. Staff Responsible for Monitoring: Associate Principal, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will promote the use of Restorative and Relational Practices in addressing student behaviors to reduce and/or prevent behaviors from becoming violent by: (1) Providing continual training for teachers on Restorative Practices for classroom use; (2) Providing Code of Conduct talks to students that inform students of campus expectations and rules, and that emphasizes the responsibility to report violations either to counselor, assistant principal or through the Tip line; and (3) Identify high risk areas and provide appropriate supervision and monitoring. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Associate Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will promote the use of Restorative Practices in addressing student behavior by: (1) Providing continual training for teachers on restorative practices for classroom use; (2) Providing opportunities for staff to observe restorative processes in action; (3) Providing opportunities for staff to give input and feedback on restorative processes. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate Principal, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will provide increased support by encouraging teachers and para-educators to increase their attendance and by engaging the following strategies: (1) Providing opportunities for fellowship (such as PBIS activities, Appreciation Lunches, Chili Cook-Off, etc.); (2) Writing positive notes throughout the year to encourage teachers and para-educators; (3) Providing an incentive to encourage attendance in the spring semester. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Director of Instruction, Department Chairs and Team Leaders

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Teachers will be provided with professional development in Instructional Practices including Blended Learning, Model Classroom Project, ICLE Rigor and Relevance and Jensen strategies training as in years past. The Campus Instructional Coaches and Director of Instruction Helping Teacher will provide monthly PLC opportunities as well as a Walk the Park opportunity that follows. Job embedded opportunities to observe colleagues utilizing Blended Learning, MCP and ICLE strategies will be provided throughout the year. Strategy's Expected Result/Impact: Blended Learning, Model Classroom and ICLE Rigor/Relevance will result in higher quality first time instruction with a result of a higher level of critical thinking yielding higher results on state testing. Staff Responsible for Monitoring: Principal, Director of Instruction, Campus Instructional Coaches, Director of Instruction Helping Teacher

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will provide multiple forms of communication to advertise and inform parents of the varied opportunities available to them to partner with the school for their students' success through The Pulse (weekly Google site newsletter), School Messenger, Schoology, Remind, and social media. Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction, Department Chairs

Cypress-Fairbanks Independent School District

Cypress Ranch High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English Language Arts: English I- We will use "Sign Posts" to help students grow in their understanding of fiction and nonfiction text structures. English II- We will work on reading as a writer to increase critical thinking and help students to have a deeper understanding of both structure and author's purpose. Writing: English I- We will continue to add depth to commentary in writing to help strengthen ECR/SCR. English II- We will use No Red Ink to group students based on key areas of growth. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: English Teachers, CIC
Strategy 2 Details
Strategy 2: Math: We will be purposeful in spiraling prior topics in an effort to build a stronger foundation and connect multiple algebraic topics. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math teachers, CIC
Strategy 3 Details
Strategy 3: Science: We will use available data to group students based on TEKS comprehension to push each group to higher levels of mastery. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal

Strategy 4 Details

Strategy 4: Social Studies: We will use wrap around techniques/spiraling to help students to interact with each of the four major themes- political, social, economic, and geographic.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: We will work with students and parents to increase the number of students participating in certification testing. Additionally, our CTE teachers will work with students to prepare and practice for their certificate exam opportunities. Strategy's Expected Result/Impact: The number of students who earn an industry certification will increase by 2%. Staff Responsible for Monitoring: All CTE teachers, CTE counselors

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: Teachers in K level classes will promote Advanced Placement and Dual Credit options throughout the school year and encourage enrollment. Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. Staff Responsible for Monitoring: Teachers, Counselors, Director of Instruction

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: We will host our Keeping the Options Open event to inform students about their extracurricular options. Additionally, our Fine Arts directors and athletic coaches will visit our feeder middle schools to increase enrollment. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: Teachers, counselors, director of instruction

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: We will use our senior watchlist to identify and monitor students in need of additional support. Students will be paired with mentors to help encourage them along the path to graduation. Strategy's Expected Result/Impact: Our graduation rate will increase by 1% Staff Responsible for Monitoring: Teachers, counselors, assistant principals
Strategy 2 Details
Strategy 2: We will conduct homevisits to students who have dropped out of high school. We will work to support them and inform them on their options towards a diploma. Strategy's Expected Result/Impact: Our students will return to school and have a defined path to graduation Staff Responsible for Monitoring: AAS, counselors, assistant principals, director of instruction, associate principal, principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: In addition to increasing monitoring in morning, we will also restrict the number of entry points and increase focus on student ID badges. Strategy's Expected Result/Impact: Increased monitoring will result in a safer, healthier learning environment. Staff Responsible for Monitoring: All Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal over safety

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use Bringing out the Best (BOTB) to reinforce appropriate behavior and will advertise Tipline as a method for reporting unsafe actions. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Assistant Principals, Associate Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will utilize restorative practices in conjunction with Code of Conduct when making discipline decisions. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Associate Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by .5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will continue to use a variety of incentives to acknowledge teachers and paraprofessionals with perfect attendance each marking period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Director of Instruction, Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: We will provide on campus staff development in a variety of areas including: Technology (Schoology), supporting English Language Learners, Classroom Management etc. Strategy's Expected Result/Impact: We will see evidence of strategies presented in professional development during classroom instruction. Staff Responsible for Monitoring: Director of Instruction, Campus Instructional Coaches

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: In addition to communicating via our social media accounts , we will use "Ranch Reminders" to keep families informed. Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. Staff Responsible for Monitoring: Lead Counselor, Director of Instruction, Assistant Principals, Associate Principal, Principal

Cypress-Fairbanks Independent School District

Cypress Ridge High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English Language Arts- English I: We will focus on known strategies that work toward differentiation to push students' comfort and knowledge using released STAAR passages, data, and images to build stamina. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Team Leader, Department Chair, Academic Achievement Specialist, Director of Instructor, Principal
Strategy 2 Details
Strategy 2: English Language Arts- English II: We will ensure differentiation occurs during planning and hold each other accountable. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Team Leader, Department Chair, Academic Achievement Specialist, Director of Instruction, Principal
Strategy 3 Details
Strategy 3: English Language Arts- Writing: As a team, we will use collaboration, released images, and the STAAR rubric to streamline writing and expectations. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Team Leader, Department Chair, Academic Achievement Specialist, Director of Instruction, Principal
Strategy 4 Details
Strategy 4: Math: We will plan for retrieval practice throughout our unit topics to make connections and help build students retention and knowledge. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Team Leader, Department Chair/CIC, Director of Instruction, Principal

Strategy 5 Details

Strategy 5: Science: We will use real world examples to engage students in Biology content. We will implement relatable CERs (Claim, Evidence, Reasoning) to anchor phenomena to everyday life.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Team Leader, Science Department Chair/CIC, Director of Instruction, Principal

Strategy 6 Details

Strategy 6: Social Studies: We will increase provide more opportunities for student discourse using academic vocabulary

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Team Leader, Department Chair, Academic Achievement Specialist, Director of Instruction, Principal

Strategy 7 Details

Strategy 7: 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: Examples including: Bringing Out the Best lessons, after school clubs, Veterans' Day celebration, Talent Show, Mr. Ram, and Leadworthy.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Assistant Principals, Club Sponsors

Strategy 8 Details

Strategy 8: At risk Students:

At-risk and special education 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Team Leaders, Department Chairs/CICs, Director of Instruction, Principal

Strategy 9 Details

Strategy 9: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: CTE Approved Industry Certifications: - We will execute CTE/CCMR data digs to analyze earned certificates and develop an action plan. - We will use Title I funds to cover the cost of all industry certifications. - We will meet with the admin team to discuss scheduling so that students are set up to complete 3 CTE courses in a program of study. Strategy's Expected Result/Impact: The number of students earning an industry certification will increase by 2%. Staff Responsible for Monitoring: Department Chair, CTE Teachers, AAS, Director of Instruction, CTE Counselor

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: Student Enrollment in Advanced Placement/Dual Credit courses: - We will use Title I funds to cover the cost of Advanced Placement exams for all students enrolled in AP classes. - We will use title I funds to cover the cost of all Dual Credit tuition. Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2%. Staff Responsible for Monitoring: College and Career Specialist, Director of Instruction, Dual Credit Counselor, Lead Counselor

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: Student enrollment in extra-curricular activities: We will look at ways to promote school spirit through pep rallies, spirit days, and other concerts/events. We will also work with the coaches and fine arts directors to recruit new membership at the middle school level and partner with the middle schools for spirit nights, joint concerts, and other opportunities. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% Staff Responsible for Monitoring: Athletics coaches, Fine Arts Directors, Counselors, Principal, Assistant Principal, Club Sponsors

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: Graduation Rate: Increase graduation rates across the board but especially in our Emergent Bilingual and Special Ed populations as both of these populations dipped below 90% this past year. Identify, assess and implement best practices to ensure strong first time instruction aligned with the needs of respective groups. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% Staff Responsible for Monitoring: Assistant Principals, Student Advocate, Counselors, Attendance Officer, Attendance Committee
Strategy 2 Details
Strategy 2: Dropout Prevention: We will use Title I funds to hire a student Advocate position to conduct home visits, track chronically absent students, and work with our students at risk of dropping out. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1%. Staff Responsible for Monitoring: Student Advocate, Assistant Principal, AAS, Associate Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal , Associate Principal, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Student Attendance: Truancy Prevention Measures will be implemented for students with 6 or more absences or have been identified as chronic skippers. Address excessive absences, and develop a plan of action (contract) to meet the needs of consistently truant students. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: We will use Title I funds to hire a Student Advocate. This position will work with our students coded as dropouts as well as students that are chronically absent. They will conduct home visits and work closely with the campus Academic Achievement Specialist to identify students with attendance concerns. Strategy's Expected Result/Impact: 95% overall attendance rate and overall increase in campus passing rates. Staff Responsible for Monitoring: Assistant Principals, Student Advocate, Counselors, Associate Principal, Attendance Committee, Academic Achievement Specialist

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Our campus will continue to utilize PBIS, Ram PRIDE, in order to teach the expected student behaviors. These lessons are taught explicitly at the beginning of each semester and are reinforced each time a student is out of compliance. PRIDE stands for Punctuality, Respect, Integrity, Determination, and Enthusiasm. We also will include behavior expectations in our Bringing Out the Best lessons taught school-wide each progress report. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The assistant principals will utilize the CFISD Code of Conduct and the district's Restorative Interventions list as a reference when addressing student discipline. We will use culturally responsive practices as well as work to build relationships between the teacher, student, and parents in order to reduce the discipline issues in the classroom. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Staff Acknowledgement provide PRIDE catchers to acknowledge various measures of extended efforts; highlight celebrations on social media, in campus meetings and on the campus webpage. Finally staff and student accomplishments will be highlighted each week in the Principal's Sunday Notes. Staff challenged to highlight 173 days of Awesome posted in the office hallway. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, Associate Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Teacher professional development will be offered to all teachers based on the needs of our staff. This professional development will be provided on campus as well as at the district level. On campus PD will be provided by our campus REACH team and department leaders. This year the major area of focus will be on Student Discourse with a focus on the We Do and Y'all Do portions of the gradual release lesson cycle. This focus will be supported through after school PD offerings, Team Leader Share sessions, Learning Walks, and book study opportunities. Strategy's Expected Result/Impact: As result of these professional development trainings teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students. Staff Responsible for Monitoring: Director of Instruction, Campus REACH team, Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Increase opportunities for parental involvement through the VIPS program. Invite parents to Open House, Awards and College Night. Conduct counselor talks; financial aid workshops; and Advanced Placement and Dual Credit after school Conferences. Hold additional parent engagement opportunities: Horizons Showcase, Ram Express and more. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal, Associate Principal, Director of Instruction

Cypress-Fairbanks Independent School District

Cypress Springs High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English Language Arts: Utilize small groups and blended learning strategies to increase differentiation through data tracking and informal assessments. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Department chair, CIC, Teachers, AAS, DI, Appraiser
Strategy 2 Details
Strategy 2: Math: Teachers will intentionally design lesson to be student centered. These lessons will include strategies to promote student discourse and rigor amongst SPED and EB populations Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Department chair, CIC, Teachers, AAS, DI, Appraiser
Strategy 3 Details
Strategy 3: Science: Utilize small groups, blended learning strategies, and lesson planning to increase informal assessments scores through real world science connections. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Department chair, CIC, Teachers, AAS, DI, Appraiser

Strategy 4 Details

Strategy 4: Social Studies: Provide coaching for teachers to address the depth of rigor required for students to achieve mastery on their EOC. The USH team will plan lessons and create assessments that incorporate higher level vocabulary and require students to make cognitive leaps.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Department Chair, CIC, Teachers, AAS, DI, Appraiser

Strategy 5 Details

Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Bringing Out the Best, PBIS lessons, Student Council, fine arts programs, UIL athletics

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: CTE: The campus will provide financial support to assist students with paying for industry certifications. Strategy's Expected Result/Impact: Exceed the previous participation numbers from the previous year. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation. Staff Responsible for Monitoring: Principal, DI, College and Career Advisor, AAS, Department Chair, Appraiser
Strategy 2 Details
Strategy 2: CTE: Students will take a mock exam and score 80% or higher prior to sitting for the exam. Strategy's Expected Result/Impact: Higher number of prepared students sitting for the exam. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation. Staff Responsible for Monitoring: Principal, DI, College and Career Advisor, AAS, Department Chair, Appraiser

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: Hire and train more teachers to support our dual credit programs. Strategy's Expected Result/Impact: Increased number of students participating in dual credit. More students will demonstrate they are College, Career, and Military Ready for life after high school graduation. Staff Responsible for Monitoring: Principal, DI, College and Career Advisor, AAS, Department Chair

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: Promote and highlight the benefits of our fine arts and extra-curricular programs while continuing to recruit participants. Strategy's Expected Result/Impact: Increased number of students participating in fine arts and extra-curricular programs. More students involved in the positive campus culture leads to higher high school graduation rates. Staff Responsible for Monitoring: Principal; DI; College and Career Advisor: AAS, Club Sponsors, Coaches

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: The campus will utilize data (academic and attendance) to address students in need of interventions. Strategy's Expected Result/Impact: We expect for a higher graduation rate (1%) with the consistent communication with student, parents, and all stakeholders. Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, DI, College and Career Advisor, AAS, Staff
Strategy 2 Details
Strategy 2: We will develop a plan of action to address truancy and attendance via student/parent contracts, phone calls, student conferences, and home visits. Strategy's Expected Result/Impact: Increase in student attendance and higher graduation rate(1%). Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, DI, College and Career Advisor, AAS, Staff

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Staff members will actively supervise students in the hallways and classrooms to create a safe environment for students and redirect when necessary. Staff members will also actively supervise students who remain for after school activities and ride the late buses. Entry and Exit points are limited throughout the campus during the instructional day. Students moving to and from the portable buildings will utilize a designated entry and exit door. Students with late arrival and early release will park in the front of the building and enter and exit the front of the building Strategy's Expected Result/Impact: Student and teacher engagement will increase and student disruptions will decrease, resulting in a focused and engaging learning environment where students and staff feel safe and secure. The campus will successfully complete all drills. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers, Staff

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue to utilize PBIS and the PROWL matrix to teach expected student behaviors. These lessons are taught at the beginning of each semester and are reinforced each time a student is out of compliance. PROWL stands for Pride, Respect, Ownership, Willingness, and Leadership.. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/ school environment. Increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc.) Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate, Assistant Principals, BI

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Celebrations for attendance will take place through department and group activities. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Professional development will be offered to all teachers based on the surveyed needs of our staff. These growth opportunities will be provided on campus as well as at the district level. On campus PD will be presented by our campus instructional team, as well as teachers who are considered "Master Teachers" in the area of development. Some areas of focus will be: Blended Learning, GT training, ESL Strategies, and more. Strategy's Expected Result/Impact: Teachers will be expected to utilize a variety of teaching practices and strategies in order to engage a wide variety of students. Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Cypress Springs will exercise varied communication approaches (such as School Messenger, marquee, Remind 101, written information sent home in English/Spanish, Twitter, Facebook, etc.) so that parents remain informed of current events, support and informational opportunities, important dates, and deadlines (such as CPOC, Boosters, VIPs, Open House, Grade Level Parent Meetings, College and Career campus and district events, monthly newsletters, On-line calendar, reporting period dates, grades, etc.) Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%. Staff Responsible for Monitoring: Principal, Principal Secretary, Associate, DI, Counselors, Teachers, College & Career Specialist

Cypress-Fairbanks Independent School District

Cypress Woods High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English I Reading: During the current school year, we will engage our students in reading by providing them with relevant texts, opportunities to respond to and discuss a variety of texts, and facilitating kinesthetic activities. Reading techniques used in the classroom: - Provide students with rigorous companion pieces that are written by African American authors (K/H) - Habitually integrate intentional turn & talks with clear student expectations and sentence stems to use in response to reading for (L/K/H) - Chunk and facilitate state changes and movement into lessons in order to keep students engaged in content (L) Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Eng I teachers, CICs, AAS, DI

Strategy 2 Details

Strategy 2: English I Writing: During the current school year, we will develop analytical writing skills by incorporating opportunities for written & spoken responses, chunking writing instruction, providing meaningful feedback and praise throughout the writing process, and scaffolding writing prompts.

Writing techniques used in the classroom:

- Deconstructing exemplars, teacher modeling and think-alouds
- Habitually integrate intentional turn & talks with clear student expectations and sentence stems to use during the writing process (L/K/H)
- Chunking writing instruction and integrating process check points
- Frequently praising students when providing feedback (always say something positive before providing feedback: "Great job at _____, now try...")

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Eng I teachers, CICs, AAS, DI

ESF Levers:

Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: English II Reading Strategy: During the current school year, we will build the confidence of our African American students to engage with and analyze a variety of texts through the use of appropriate scaffolds, metacognitive strategies, and encouragement and praise.

Reading techniques used in the classroom:

- Chunking reading
- Reading lens and focused annotations
- Reviewing yesterday's reading at the start of each class period
- Providing students with the opportunity to intentionally turn & talk before everybody writes before responding to reading prompts
- Having students complete an anticipatory journal prior to reading
- Celebration of successes, incentives and rewards (3:1 ratio of praise to redirection)
- Building metacognitive skills

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: English II teachers, CIC, Director of Instruction, AAS

Strategy 4 Details

Strategy 4: English II Writing Strategy: During the current school year, we will build confidence in our African American student's abilities to develop analytical writing skills by incorporating pre-writing strategies to assist students in the writing process, scaffolding writing prompts and praising students.

Writing techniques used in the classroom:

- Isolate specific skills in writing by breaking it down (chunking)
- Attack the prompt by defining and analyzing keywords, modeling think aloud strategies, and emphasizing the verbiage of test day phrasing
- Utilize keywords from the prompt to turn the question into a statement (claim)
- Provide sentence starters and stems to generate meaningful commentary
- Practice with accessible prompts (1 part question, start simplified and work to more complex questions)
- Celebrate successes; praise student writing frequently; always find a positive to point out when giving feedback

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: English II teachers, CIC, Director of Instruction, AAS

Strategy 5 Details

Strategy 5: Math: During the current school year, we will build student processing skills by providing students with frequent opportunities to show their work and engage in student discourse with their peers.

Techniques used in the classroom:

- Showing work or writing out thinking process by hand on daily checking for understanding assignments, relevant applications, and summative assessments (unit tests)
- Integrate campus look-fors that promote student processing and discourse opportunities, including: Wait Time, Turn & Talk, Everybody Writes, Cold Call

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Algebra I Teachers, CIC, Director of Instruction, AAS

Strategy 6 Details

Strategy 6: Biology: During the current school year, we will build confidence in our At-risk students through praise and encouragement as well as providing them with multiple opportunities to practice and internalize scientific vocabulary so that they feel successful in Biology.

Techniques used in the classroom to build confidence:

- Intentionally encourage and praise At-risk students (look to do this with 2-3 at-risk students per class period daily)
- Flip the ratio of praise to redirection to 3:1
- Say "Thank you" to students frequently
- Give students immediate feedback on their work
- Provide students with multiple opportunities to redo work so that they can feel successful

Techniques used in the classroom to practice & internalizing scientific language:

- Front load unit vocabulary by giving them a vocabulary page or concept map at the beginning of each unit that they can complete throughout the unit and reference
- Have the entire class say the vocabulary word aloud when you introduce a new word (at least 1-3 times)
- Create flashcards in Quizlet
- Provide Intentional turn & talk opportunities that include clear expectations, sentence stems/starters and/or A & B partners to ensure that all students are able to participate; integrate cold call in order to ensure that quiet students will speak in class
- Provide more open-ended questions with writing (everybody writes) and student discourse

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Biology team, CICs, AAS, Appraiser, DI

Strategy 7 Details

Strategy 7: US History: During the current school year, we will provide scaffolded supports to students such as graphic organizers, modeling analysis of rigorous materials, as well as building in daily writing opportunities to promote student discourse.

Techniques used in the classroom:

Sentence stems, think-alouds, one-pager vocabulary unit overviews, instructional strategies focused on student processing through discourse and writing (Turn & Talk, Everybody Writes), modeling annotation strategies

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: USH teachers, CIC, Director of Instruction, AAS

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: CTE Approved Industry Certifications: CTE teachers will provide multiple opportunities for students to prepare and practice for certification exams and will set and clearly communicate study deadlines with students. Students will complete test reflections after taking a practice certification test to improve upon test taking strategies and study skills. Teachers will emphasize parent communication and student communication to ensure all stakeholders know the importance and process of preparing for and passing certification exams. Strategy's Expected Result/Impact: The number of students who earn an industry certification will increase by 2%. Staff Responsible for Monitoring: All CTE teachers, CTE Counselor, District CTE Campus Instructional Coach

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: As a campus, we will approach the strategy from various angles, such as: 1) Teachers will develop relationships with students to encourage them to take advanced courses 2) Our College Academy Advisor will encourage our students to remain in College Academy 3) Counselors will recommend students to take advanced courses when advisable 4) CCS will target high achieving students using PSAT 5) AAS will create slide to share with all students detailing the benefits of free/reduced lunch - through all English classes and on the television sets in the hallway Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. Staff Responsible for Monitoring: CCS / AAS / DI

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: We will host Wildcat Express and Keeping the Options Open inviting our directors and coaches to attend for recruitment purposes.. Our Fine Arts directors and athletic coaches will visit the middle schools to increase enrollment. We will support our feeders via social media to build the bridge from middle to high school. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: Principal

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: Graduation Rate: As a campus, the following will be in place - teacher/student mentor program with embedded post-secondary goal setting, academic interventions, counselor support of post-secondary goals, College and Career Specialist support, Assistant Principal Support, AAS Support, CYS Support. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal, Director of Instruction, Counselors, Assistant Principals, Attendance Office, Attendance Officer, CYS, AAS
Strategy 2 Details
Strategy 2: Dropout Prevention: The following supports will be in place to aide in dropout prevention - Attendance Office support, Registrar office support, CYS support, AAS support, Counselor support, Assistant Principal Support, AAS and CYS will conduct home visits as needed, other options will be given to families/students as needed, Registrar/ AAS will monitor dropout list regularly and contact families offering support until a solution is devised. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1.5%. Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals, Attendance Office, CYS, AAS

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Members of the Cypress Woods High School faculty and staff will actively supervise students in the classrooms, hallways, restrooms, and commons to create a safe environment for all students. Members of the Cypress Woods High School faculty and staff will also actively supervise those students who remain for after school activities. Strategy's Expected Result/Impact: Students at Cypress Woods High school will feel safe on campus upon arrival, throughout the school day, and during after school activities as measured by the student survey conducted during the school year. Staff Responsible for Monitoring: -Campus Administration -Teachers -Staff -Campus Resources Officers
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. All Cypress Woods High School teachers and students will participate in the EOP safety drills (fire, shelter, lockout, lock-down, crisis, evacuation, metal detectors) throughout the year to learn campus expectations during these drills in preparation for an actual emergency/crisis. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: -Campus Safety Liaison: assigned Assistant Principal(s)

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports
Tardy Calculator Data
Electronic Violation Data
Dress Code Violation Data

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. As a campus, we use CPI training, Behavior intervention strategies, conflict mediations, Wildcat Excellence, and Bringing Out the Best character lessons to help educate students and staff members on how to properly address conflict. By being proactive we should be able to reduce the incidents by 70% (Reference the 2021-22 CFISD Report on Violence and Violence Prevention) Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Associate Principal Assistant Principals Campus Resource Officers
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The assistant principals will utilize the CFISD Code of Conduct and Campus Discipline Continuum as primary references when addressing student discipline. One key strategy that will be used when addressing student discipline is supporting teachers in building relationships with their students and the parents of their students and the positive effect it will would have in reducing the discipline issues in the classroom. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate Principal Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will provide teachers and paraprofessionals with the necessary support needed to do their jobs effectively such as clear campus communication of expectations, policies and procedures, professional development opportunities, and resources that are individualized to their goals, new teacher support through NTIP, recognition, and celebration of excellence through Instructional Shout-outs and our staff Intentional monthly awards, frequent classroom visits with feedback, and a strong campus effort to unite staff members through our Staff Unity initiative, which offers monthly staff social events. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: DI Principal CICs

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
August Campus PD Week Look Fors Trainings
CTE SchoologyRequired Training

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Our PD mission is to create job-embedded PD options that teachers can choose from to align to their PPGs (Personal Professional Goals) and GSGs (Goals for Student Growth). Our CICs offer 11 personalized PD options throughout the school year, including: instructional coaching cycles, look-for credentials, book studies, accessing a digital library, peer observations, video reflection, data analysis, personalized team training, completing online Teach Like a Champion modules and completing a reflective journal. Additionally, teachers are encouraged to present PD to their peers on topics in which they are passionate, and we consistently communicate district PD offerings such as EB trainings and Quantum Learning sessions throughout the school year. Strategy's Expected Result/Impact: Teachers will feel confident in their ability to implement the campus instructional look-fors of: What to Do, Cold Call, Student Processing (Wait Time, Everybody Writes and Turn and Talk), and Checking for Understanding (Targeted Questioning, Affirmative Checking, and Closure). Teachers will also take advantage of the multiple on-campus opportunities to improve their craft and seek out district opportunities that are aligned to their goals. Staff Responsible for Monitoring: CIC Team DI TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 2%.

Evaluation Data Sources: CyWoods Events
Facebook, Twitter, and Instagram activity/followers
Participation in VIP events

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will share information with parents using the app, Buffer, to communicate upcoming events. information, and student deadlines. Buffer links to Facebook, Instagram, and Twitter allowing parents to see information on three different social media platforms. Our VIPS will utilize our Marquee, and our school website. Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. Staff Responsible for Monitoring: Administration, VIP Leadership

Cypress-Fairbanks Independent School District

Jersey Village High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details

Strategy 1: English Language Arts: The English I and II teams will provide and track frequent skills-aligned feedback on student writing check-ins and identify trends to address for improving student writing performance.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction, English Instructional Coach, English I Team Leader, English Department Chair

TEA Priorities:

Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Math: Algebra I teachers will incorporate advanced level questions into every practice and checkpoint. Data will be taken from these formative assessments and teachers will provide individual feedback to students to increase their proficiency level prior to the next assessment.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction, Math Instructional Coach, Algebra I Team Leader, Math Department Chair

TEA Priorities:

Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Science: Biology I teachers will use the data from weekly formative assessments to address the learning gaps in instruction and close the feedback loop in order to increase the performance on assessment.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction, Science Instructional Coach, Biology I Team Leader, Science Department Chair

Strategy 4 Details

Strategy 4: Social Studies: The US History team will incorporate application and higher-level thinking questions into warm-ups to address learning gaps and close the feedback loop. These questions will be tracked from one unit summative assessment to the next.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction, Social Studies Instructional Coach, US History Team Leader

Strategy 5 Details

Strategy 5: Emergent Bilingual: Emergent Bilingual teachers will assess students using TELPAS-like questions consistently. Teachers will score the responses using the TELPAS Rubric and review with the students to increase their performance levels on the TELPAS assessment.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction, Director of Instruction Helping Teacher, Emergent Bilingual English Teachers

Strategy 6 Details

Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Bringing Out the Best, PBIS lessons, Student Council, fine arts programs, UIL athletics

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 8 Details

Strategy 8: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: The campus will have a targeted focus on getting more students to take and pass industry-based certification exams. To increase student performance on certification exams, activities and assessments will be intentionally aligned to the exam content. Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year. Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: Economically Disadvantaged Students in Advanced Courses/Dual Credit Courses: The campus will engage high-achieving economically disadvantaged students by using ASPIRE and PSAT scores to inform them about the importance and benefits of enrolling in advanced and dual credit courses. Additionally, we will organize dual credit drives to boost enrollment in these programs. Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: The campus will hold community-wide and middle school events to provide information, mentorship, and to promote/recruit for extra-curricular programs that are available. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: Principal

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: As a campus, we will complete more specific data analysis and then develop plans to increase graduation rates. Student Growth Team(instructional team) - Consistent, goal-focused data analysis - monitor student achievement in all courses, track student growth in EOC standards, increase campus celebrations Athletics - Increased passing percentages and honor roll, Promoting and strengthening core values SpEd - Improve STAAR performance with students receiving special education services Counseling Team - Decrease number of reclass 9th grade students, increase CCMR Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Dropout Prevention: Increase communication with students in the potential of dropping out Bi-weekly analysis of dropout data - Attendance Talks with Attendance Officer Targeted dropout recovery efforts will be completed regularly which will include individual phone calls and home visits to potential dropouts Conduct meetings with students on the 10-day list bi-weekly Excessive Absences Conversations with APs Tardy Reduction Plan Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Academic Achievement Specialist Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: We will increase staff visibility and supervision using the Falcon Connect plan: - consistent adult supervision in the hallways during passing periods - prevent entrance at alternate access points throughout the building Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Associate Principal Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Associate Principal Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Student attendance data will be analyzed consistently and shared with all stakeholders. An intentional focus will be placed on getting students to class utilizing skipping sweeps, changes in discipline for certain infractions, conferences, contracts for students with excessive absences and attach attendance to events that occur at school (homecoming, prom, ect). Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) - Intentional focus on Freshman Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue to clearly communicate positive student and campus expectations through PSA videos, classroom visits, social media, relationship building between all staff and students with the expectation that every staff member and AP is visible in the halls and at their doorways every day between each class period to greet students, get to know all students, and serve as a visible safety presence. Strategy's Expected Result/Impact: Violent Incidents will be reduced to 0%. Staff Responsible for Monitoring: Associate Principal Assistant Principals
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Although alternative discipline consequences were issued to students, restorative practices were not utilized to redirect behavior, thus leading to repeated misbehaviors. This year, Assistant Principals will seek out and utilize effective restorative discipline practices to change student behavior. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate Principal Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by .44%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will provide encouragement and support to increase attendance by utilizing the following strategies: (1) Writing encouraging notes and thank you cards throughout the year to provide specific feedback on their effect on the learning of their students; (2) Providing treats for perfect attendance; (3) admin visits with EAs; and, (4)Staff Shout out Form provided for the community to provide positive feedback to staff members. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal DI

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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
Strategy 1: High-Quality Professional Development: Professional development will be provided to support teachers in the following areas: - Analyzing and Integrating Common Expectations - Increasing Teacher Clarity and Student Engagement through the Use of Academic Dialogue Strategies Strategy's Expected Result/Impact: Increase job satisfaction represented in the Teacher Satisfaction Survey Staff Responsible for Monitoring: DI

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details
Strategy 1: Parent and Family Engagement: - Increase communication through social media (Twitter, Instagram, and Facebook) - Provide 24-hour access to needed campus/district documents (Parent Nest and Village Voice) - Increased parent and student campus activities - Title I Meetings, Grade-Level Meetings, College Talks, Open Village, Meet the Falcons(Athletics) - Solicit parent feedback (Parent Feedback Google Form) - Staff Shout out Form Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal DI

Cypress-Fairbanks Independent School District

Langham Creek High School

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, Biology, English I/II, and US History

Strategy 1 Details
Strategy 1: English Language Arts: English I teachers will support economically disadvantaged students by focusing on increasing relevancy through crafting student-centered lessons through collaborative planning. English II teachers will support at-risk students by effectively using data to inform creating engaging, differentiated lessons based on the TEKS and objectives. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: English I and English II Teachers; Director of Instruction; English I and English II Appraisers; Academic Achievement Specialists; Campus Instructional Coaches
Strategy 2 Details
Strategy 2: Math: Algebra I educators will support at-risk students by strategically designing lessons prioritizing relevance and engagement. Teachers will focus on creating compelling content that captures students' interest and connects to their current and future aspirations. Throughout the year, they will implement interactive lessons and activities aimed at fostering a supportive learning environment, ensuring all students remain motivated and invested in the content. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Algebra I Teachers; Algebra I Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches
Strategy 3 Details
Strategy 3: Science: The Biology team will focus on instructional strategies to increase student discourse, including intentional planning of questions to ask students during lessons, ways to teach students how to talk to one another about science, and to how to encourage that discourse. Teachers will create sentence stems for science students to use in their discussions, and will model how to have meaningful academic conversations. These efforts will foster an environment of academic inquiry and discussion in students that is aligned with the new Biology TEKS. By increasing student discourse, students will become better able to problem-solve on their own and with each other, rather than relying on the teacher for answers. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Biology Teachers; Biology Appraiser; Campus Instructional Coach; Director of Instruction; Academic Achievement Specialists

Strategy 4 Details

Strategy 4: Social Studies: U.S. History teachers will purposefully plan to give specific and timely feedback. Teachers will support students by planning engaging and challenging lessons that include multiple checks for understanding to ensure student success. While also planning for feedback, teachers will build on student learning with scaffolding, reteaching, and spiraling to prior content.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: US History Teachers; US History Appraiser; Director of Instruction; Academic Achievement Specialists; Campus Instructional Coaches

Strategy 5 Details

Strategy 5: Well-Rounded Education: Students participate in targeted enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education. These include: Athletics, Visual and Performing Arts competitions and performances, Student Council, Key Club, Interact Club, Technology Student Association, FBLA, National Honor Organizations, FFA

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal, Director of Instruction

Strategy 6 Details

Strategy 6: At-Risk: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

Strategy 7 Details

Strategy 7: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: Students will continue to enroll in consecutive CTE courses of studies and will complete IBCs with the support of Title 1 funding. Strategy's Expected Result/Impact: Student four-year plans will show outlines for consecutive course enrollment. Staff Responsible for Monitoring: Director of Instruction, Principal, Counselors, CCS

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.2: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year.

Evaluation Data Sources: Internal Dual-Credit and Advanced Placement Data

Strategy 1 Details
Strategy 1: The counseling team and college and career specialist will continue to educate students and parents about the benefits of completing college-level courses in high school, while AP/DC teachers will continue to promote and encourage students to enroll in DC/AP courses. Strategy's Expected Result/Impact: The percentage of students who complete dual-credit and advanced placement courses will increase by 2% each year. Staff Responsible for Monitoring: Director of Instruction, Principal, Counselors, CCS, CTE Teachers

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.3: The percentage of students who participate in extra-curricular activities will increase by 2%each year.

Evaluation Data Sources: Internal Extra-Curricular Participation Data

Strategy 1 Details
Strategy 1: Extra-curricular sponsors will promote their organizations and participate in Pack Preview, Open House, and Keeping the Option Open events. Strategy's Expected Result/Impact: The percentage of students who participate in extra-curricular activities will increase by 2% each year. Staff Responsible for Monitoring: Counselors and Assistant Principals

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: Administration and teachers will work together to strengthen instructional engagement in the classroom to keep students on track toward graduation. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Director of Instruction, Principal, Associate Principal
Strategy 2 Details
Strategy 2: Administration and teachers will work to build stronger relationships with students to aid in dropout prevention. Strategy's Expected Result/Impact: The percentage of students who graduate within four years will increase by 1% each year. Staff Responsible for Monitoring: Associate Principal, AAS

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Assistant principals will train, mediate, and counsel students and teachers throughout the school year for conflict resolution and restorative discipline practices. Students, staff, and the community will be aware of Cy-Fair Tip line and understand how to use it. Campus processes are in place to ensure students wear ID badges, carry clear backpacks, and are on-time and present in class. The door alarms are monitored by the campus receptionist and the AP office. There is an administrator that consistently monitors the cameras. Strategy's Expected Result/Impact: Reduction of student discipline referrals by 5%. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, DI, AAS, Counselors, DIHT

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. This year teachers have before and after school duties to increase visibility. Assistant Principals have also intentionally arranged their hall duty to increase visibility in "hot spots" and to decrease congregation. Processes put in place to reduce violent incidents are the requirement of ID badges, consistent attendance, and tardy policy, Assistant Principal always monitoring a camera, increased officer visibility in hallways, and ensuring classroom procedures that decrease a student's time in the hallway. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Associate Principal, Assistant Principal, Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will increase the use of contracts and relationship building/repairing methods (i.e. circles, letters of apology, teaching coping skills, etc). Our campus will focus on the implementation of PBIS strategies. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Associate Principal and Assistant Principals

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will offer campus incentives to encourage consistent daily attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Campus Secretary and Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: Teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Teachers will receive professional development through our campus coaching model. Coaching opportunities may be face-to-face or through the digital video platform, Sibme. Strategy's Expected Result/Impact: The expected impact of the professional development is that students are highly engaged in the course, academically stronger due to the intention of the instruction, and a students social emotional needs are being recognized and met. Staff Responsible for Monitoring: Director of Instruction, AAS, CIC, APs, Associate Principal, HSSET, Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Activity sign-in sheets/records

Strategy 1 Details
Strategy 1: Parent and Family Engagement: Langham Creek will exercise varied communication approaches (such as School Messenger, marquee, Remind 101, written information sent home in English/Spanish, Twitter, Facebook, etc) so that parents remain informed of current events, support informational opportunities, important dates, and deadlines (such as CPOC, Boosters, VIPS, Grade Level Parent Meetings, Career Options Fair, College and Career campus and district events, reporting periods, grades, etc). Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, Principal's Secretary, Associate Principal, Director of Instruction, Counselors, College and Career Specialist, Teachers, Grade book liaison

Cypress-Fairbanks Independent School District

Alternative Learning Center-E

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, English I/II, and US History

Strategy 1 Details
Strategy 1: READING/ELA: Students will be given options for reading assignments in order to increase interest and motivation. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, ELA Teachers
Strategy 2 Details
Strategy 2: MATH: Math educators are willing to assist students by using student centered classroom strategies and engage students behaviorally and academically, while teaching content curriculum. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, Math Teachers
Strategy 3 Details
Strategy 3: SCIENCE: Improve vertical alignment to strengthen the fundamental skills such as graphing and manipulating equations. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Director of Instruction, Science Teachers

Strategy 4 Details

Strategy 4: SOCIAL STUDIES: Use guided reading to facilitate vocabulary acquisition and answering open ended questions. Incorporate more readings throughout the lesson cycle.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction, Social Studies Teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it. Code of Conduct talks held within first 2 weeks of school and in spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc. Strategy's Expected Result/Impact: The staff will be able to employ more restorative discipline practices to equip students with coping and problem solving strategies. Tracking of Tipline reports Increase student awareness and decrease discipline referrals in all areas. Decrease in reports of and discipline incidents regarding bullying, dating violence, social media conflicts, etc. Staff Responsible for Monitoring: Assistant Principals
Strategy 2 Details
Strategy 2: All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis. Strategy's Expected Result/Impact: A safe learning environment conducive to learning. Complete and successful participation in all drills. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Strategy's Expected Result/Impact: Violent incidents will be 0%. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: We will work to increase teacher/paraprofessional attendance by implementing positive incentives for perfect attendance at smaller intervals. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, every student will have a parent/guardian attend orientation upon student registration.

Evaluation Data Sources: sign-in sheets

Strategy 1 Details
Strategy 1: Parent and Family Engagement: A parent/guardian of each student will attend orientation upon student registration. Strategy's Expected Result/Impact: Establish a partnership between ALC East and the parent/guardian to lessen the anxiety parents may feel about a new environment. Staff Responsible for Monitoring: Principal, Assistant Principals

Cypress-Fairbanks Independent School District

Alternative Learning Center-W

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, English I/II, and US History

Strategy 1 Details
Strategy 1: READING/ELA: Teachers will deepen their understanding and application of differentiated instruction and planning for "closing the gap" time so that students will experience academic growth and progress in all learners. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Reading/ELA Teachers, Content Coaches, Content Appraiser
Strategy 2 Details
Strategy 2: MATH: Teachers will maximize small group instruction and schedule pull-outs to minimize existing gaps and increase student achievement. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Math Teachers, Content Coaches, Content Appraiser
Strategy 3 Details
Strategy 3: SCIENCE: Teachers will meet or exceed the 40% of instructional time required for laboratory investigations (i.e. experiential learning). Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Science Teachers, Content Coaches, Content Appraiser

Strategy 4 Details

Strategy 4: SOCIAL STUDIES: Teachers will develop and use a variety of activities and presentation modes to expand vocabulary, critical thinking, and the students' ability to verbally articulate their thinking (i.e. Socratic seminars, content circles, etc.).

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies Teachers, Content Coaches, Content Appraiser

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Model and support a positive classroom environment by implementing PBIS strategies aligned to the ALC-West PBIS matrix. Strategy's Expected Result/Impact: PBIS data digs should yield an overall decrease in the number of student actions resulting in a removal from class (DMC and/or Suspension). Staff Responsible for Monitoring: Assistant Principals Teachers Project Safety Coordinator Counselors
Strategy 2 Details
Strategy 2: Campus Safety: Safety drills will be performed according to district standards and expectations. All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis. Strategy's Expected Result/Impact: To create a safe learning environment conducive to teaching and learning. Complete and successful participation in all drills. Staff Responsible for Monitoring: Principal, Assistant Principals
Strategy 3 Details
Strategy 3: Middle School: Incorporate action based learning strategies and equipment intended to increase students' attention and meet their developmental needs. Strategy's Expected Result/Impact: Overall decrease in the percentage of middle school, disciplinary infractions. Staff Responsible for Monitoring: Teachers Principal
Strategy 4 Details
Strategy 4: Teachers will deepen their understanding of how to re-teach and hold students accountable to PBIS points and PBIS expectations for language. Strategy's Expected Result/Impact: Overall decrease in the number of student infractions for inappropriate language with a peer and/or adult. Staff Responsible for Monitoring: Assistant Principals

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences. Strategy's Expected Result/Impact: Maintaining this level of attendance will decrease the numbers of days a student is off of their home campus and minimize the opportunity for learning gaps to manifest. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: Provide positive reinforcement when teachers are present the entire 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by (1%) Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent Involvement and Communication: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Evaluation Data Sources: Parent participation numbers, parent surveys

Strategy 1 Details
Strategy 1: Multiple modes of communication will be utilized to engage parents at the beginning of a student's placement at ALC-West including but not limited to the registrar directly emailing parents orientation links and information and Assistant Principals calling parents the day before the students' are scheduled to start. Strategy's Expected Result/Impact: Connect with parents and begin to establish a supportive relationship from the start of placement. Staff Responsible for Monitoring: Administration

Cypress-Fairbanks Independent School District

Brautigam Center

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR EOC English, Algebra, Biology, and US History results
district assessments and campus unit exams

Strategy 1 Details
Strategy 1: READING/ELA: During the 2024-25 school year, teachers will make independent reading the priority at the beginning of each class. Teachers will determine what skills need to be taught with independent novels and through conferencing with students on a regular basis. English teachers will model with mentor text, and then, they will apply what they modeled to independent text. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: All English Teachers Reading Interventionist Director of Instruction Academic Coordinator Principal
Strategy 2 Details
Strategy 2: WRITING: During the 2024-25 school year, teachers will devise better vertical alignment in the writing process from English I, English II, English III, and English IV classes by using similar writing structures and terminology for STAAR writing. Teachers will give timely feedback to students through writing conferences on a regular basis in all English classes. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: All English Teachers Reading Interventionist Director of Instruction Principal Academic Coordinator

Strategy 3 Details

Strategy 3: MATH: During the 2024-25 school year, students in mathematics courses will be given warm-up activities and unit pre-tests to determine where a teacher should begin instruction. Students will be placed in cooperative learning groups to enhance mastery of skills, and teachers will utilize many hands-on-activities to highly engage students.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: All Math Teachers

Math Interventionist
Director of Instruction
Principal
Academic Coordinator

Strategy 4 Details

Strategy 4: SCIENCE: Teachers will use purposeful questioning techniques, graphic organizers, labs, and small group instruction to build content vocabulary and reading comprehension skills of science content. Through meaningful and purposeful strategies, students will be inspired to read and write in science each day to build vocabulary and to increase reading and writing levels.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: All Science Teachers

Director of Instruction
Team Leader
Principal
Academic Coordinator

Strategy 5 Details

Strategy 5: SOCIAL STUDIES: Through the use of teaching methods that address multiple modalities of learning for students, social studies teachers will teach content specific vocabulary. Through purposeful planning and instruction, students will learn how to provide proof/evidence of their answers through inductive/deductive reasoning, feedback, and modeling. To help students improve their reading level, vocabulary, and comprehension level, teachers will utilize reading passages and/or current events to practice providing proof/evidence of answers.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Social Studies Teachers

Social Studies Team Leader
Principal
Director of Instruction
Academic Coordinator

Strategy 6 Details

Strategy 6: Small Group Instruction: Students will be taught reading and writing strategies in small groups or individually and math strategies in small groups or individually by our reading interventionist and math interventionist.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Director of Instruction

Academic Coordinator

All Teachers

Principal

Reading Interventionist

Math Interventionist

Strategy 7 Details

Strategy 7: Performance Objective 2: 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.

Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Staff Responsible for Monitoring: Principal

District Goal 2: The percentage of students with the necessary skills and knowledge to succeed in their chosen post-secondary path will increase from 65% to 80% by 2029.

District Performance Objective 2.1: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year.

Evaluation Data Sources: Internal CTE Certificate Data

Strategy 1 Details
Strategy 1: Students in CTE courses will be tracked throughout the year to determine if they are on track to earn a workforce industry certification. Strategy's Expected Result/Impact: The percentage of students who earn a workforce industry certification in eligible CTE courses will increase by 2% each year. Staff Responsible for Monitoring: Principal Director of Instruction Academic Coordinator Counselor

District Goal 3: The 4-year graduation rate will increase from 92.3% to 95.9% by 2029.

District Performance Objective 3.1: The percentage of students who graduate within four years will increase by 1% each year.

Evaluation Data Sources: Internal On-Track to Graduate Data

Strategy 1 Details
Strategy 1: The graduation rate will be increased by carefully monitoring students' grades during each grading period to ensure students receive credit for the courses they are currently enrolled in. Strategy's Expected Result/Impact: The percentage of students graduating in four years or less will increase by at least 1%. Staff Responsible for Monitoring: Principal Director of Instruction Academic Coordinator Math Interventionist Reading Interventionist Counselor
Strategy 2 Details
Strategy 2: Monitor attendance, grades, and behavioral indicators to identify which students may need extra support throughout the school year to help decrease the dropout rate. Strategy's Expected Result/Impact: The percentage of students graduating in four years or less will increase by at least 1%. Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Academic Coordinator Math Interventionist Reading Interventionist Counselor All Teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2024-25 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Records of safety drills and other required safety procedures: Clear Backpacks, CFPD Canine, Student ID's, ID Blitz, Project Safety Lessons, Electronic Sign IN/OUT

Strategy 1 Details
Strategy 1: Campus Safety: All staff members of LBC will actively supervise students in classrooms, hallways, and the Student Union to maintain a safe environment for all students. Staff members with cameras will monitor cameras daily, and tip-line will be monitored daily by administrators with rights to tip-line. The staff of LBC will actively supervise students who attend extended day tutoring. Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Assistant Principal Principal Director of Instruction All Brautigam Center Staff Academic Coordinator
Strategy 2 Details
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: All staff with supervision from Safety Team

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Attendance will be monitored: 1. The teacher of record will call home when a student is absent more than three days. 2. The teacher will fill out the "Brautigam Concern Notice" Google form if a student continues to be absent. 3. An administrator will reach out to the student and family to find solutions and/or provide support. Students with exemplary attendance (3 or less absences) are invited to the GAP (Grade Attendance Party) each nine week grading period. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal Assistant Principal Director of Instruction Counselor Academic Coordinator All Brautigam Center staff members CYS Nurse
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance, excused and unexcused absences. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal Assistant Principal Director of Instruction Teachers Academic Coordinator

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgement of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. LBC staff members will implement Capturing Kids' Hearts strategies to help educate students how to properly address conflict. LBC staff members will attend professional development that focuses on building relationships. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Assistant Principal Director of Instruction All LBC Staff Members Campus Officers Principal Academic Coordinator
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our Assistant Principal, Director of Instruction, Principal, and our Academic Coordinator will utilize the CFISD Code of Conduct and our campus discipline procedures as the main resources when addressing student discipline. Implementing Capturing Kids' Hearts campus-wide is vital when helping all teachers and staff members understand the importance of building relationships with our students and the parents/guardians of those students. True North Time will also be implemented each Wednesday campus-wide to complete a Capturing Kids' Heart lesson or a Bringing Out the Best lesson. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: All LBC Staff Members Assistant Principal Director of Instruction Principal Academic Coordinator

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/non-teaching professional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Non-Teaching Professional Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We provide teachers and paraprofessionals with support needed to do their jobs effectively through frequent campus communication of expectations, professional development opportunities, and mentors for new staff members. Throughout the school year, staff members will give each other "Anchor of Hope" awards. Staff members nominate each other for this award by identifying colleagues who have gone above and beyond to help the campus culture. Our campus also has "The Beacon of Light" award, and this award is obtained by staff members writing "Lighthouse Recognition" notes to colleagues each month. All of the staff members nominated by peers go into a drawing, and the staff member who wins gets a special parking spot for a month and jeans for a month. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal Director of Instruction Academic Coordinator Assistant Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: Teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning, walk-throughs, lesson plans, utilization of staff development opportunities

Strategy 1 Details
Strategy 1: High-Quality Professional Development: Staff members will receive individualized coaching from our Technology Liaison, Assistant Principal, Principal, Director of Instruction, Team Leaders, Librarian, Capturing Kids' Hearts Pathfinders, reading interventionist, math interventionist, and our Academic Coordinator. We will encourage teachers to attend professional conferences, CKH training, professional development in person and via Zoom specific to their content area, and various other technology platforms. Strategy's Expected Result/Impact: Teachers will feel more confident in their use of technology, Schoology, and various technology platforms. Teachers will develop instructional strategies to effectively teach their content and build positive relationships with students. Staff Responsible for Monitoring: Director of Instruction Principal Assistant Principal Academic Coordinator Technology Liaison Librarian
Strategy 2 Details
Strategy 2: High Quality Professional Development: We will continue to implement Capturing Kids' Hearts on our campus, and staff members will continue to be trained in CKH practices to help us build a positive campus culture. This helps staff members build positive relationships with students, parents, and each other, and it helps staff members understand that perseverance, a positive spirit, and relationship building between all students and staff members create a safe learning environment. Strategy's Expected Result/Impact: A positive campus culture Students feeling they are in a safe learning environment which leads to greater student success Staff Responsible for Monitoring: Principal Assistant Principal Director of Instruction Academic Coordinator Counselor Assistant Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent, family, and community engagement will increase by 1%.

Evaluation Data Sources: Facebook, Twitter, and Instagram activity, community resources available to our campus, and School Messenger

Strategy 1 Details
Strategy 1: Parent and Family Engagement: We will share information with parents/guardians using School Messenger, email, Facebook, Twitter, Instagram, Schoology, and Remind to communicate upcoming information, important dates, and student deadlines. Strategy's Expected Result/Impact: Parent, guardian, and family engagement will increase by 1%. Staff Responsible for Monitoring: All administration Webmaster Teachers Administrative Assistants
Strategy 2 Details
Strategy 2: Community Engagement: We will reach out to local businesses and churches to partner with them for resources that will help our students be successful academically and social/emotionally. Strategy's Expected Result/Impact: Community engagement to support our school will increase by 1% Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Counselor Academic Coordinator Teachers Administrative Assistants

Strategy 3 Details

Strategy 3: Parent and Family Engagement: We will invite parents to Open House, Celebration of Success ceremonies for our graduates, and other special events through School Messenger.

Strategy's Expected Result/Impact: Attendance of parents/guardians to special events on campus

Staff Responsible for Monitoring: Principal

Director of Instruction

Assistant Principal

Administrative Assistants

Academic Coordinator

Counselors

All Teachers

Cypress-Fairbanks Independent School District

Carlton Center

2024-2025



Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR- Alt 2 test/EOC Algebra I, English I/II, and US History

Strategy 1 Details
Strategy 1: READING/ELA: Students in Reading grades 3-8, English I and English II courses will increase comprehension of content by increasing attention for extended reading passages utilizing visual matching to demonstrate knowledge via multiple choice selections. Strategy's Expected Result/Impact: Increased reading percentages Staff Responsible for Monitoring: All Staff
Strategy 2 Details
Strategy 2: MATH/ALGEBRA: Students will enhance skills of number sense and emergent mathematical operations by using visual tools in real-life applications related to simple equations. Strategy's Expected Result/Impact: Increase, meets, or exceeds on STAAR ALT II/EOC assessment Staff Responsible for Monitoring: All Staff

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 2: 80% of students participating in their first year of the specialized vocational training of Commercial Foods Service will obtain a Texas Food Handler certificate.

Evaluation Data Sources: Records of Texas Food Handler certificates earned

Strategy 1 Details
Strategy 1: Commercial Foods Service: Students will learn and apply knowledge of food service skills required of food handlers in the state of Texas. Strategy's Expected Result/Impact: By the end of the current school year, at least 80% of first year students will earn their Texas Food Handlers Certificates to increase their readiness for employment in food service. Staff Responsible for Monitoring: VITAL Team Leader Instructional Specialist Commercial Foods Teacher

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 3: 75% of students participating in 18+ campus-based transition programming will master their IEP Goals linked to their post-secondary Employment goal.

Evaluation Data Sources: IEP Mastery Data for 18+ Employment goals

Strategy 1 Details
Strategy 1: Students will learn to use a visual task schedule to perform vocational tasks in a group setting. Strategy's Expected Result/Impact: 85% of students will be able to use a tool (i.e. visual task schedule, instructional video models) to increase their ability to independently perform vocational tasks with a group as may be required in adult day habilitation settings. Staff Responsible for Monitoring: 18+ Campus-based VITAL Team Leader 18+ LIFE Skills Teachers
Strategy 2 Details
Strategy 2: Students will learn to use a visual task schedule to perform vocational tasks in a group setting. Strategy's Expected Result/Impact: 70% of students will be able to use a tool (i.e. visual task schedule, instructional video models) to increase their ability to independently perform vocational tasks with a group as may be required in adult day habilitation settings. Staff Responsible for Monitoring: 18+ Campus-based VITAL Team Leader 18+ LIFE Skills Teachers

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 4: 80% of students participating in the specialized BMP vocational programming will gain proficiency in at least eight vocational tasks related to office/craft/woodworking.

Evaluation Data Sources: Progress on targeted job-specific core tasks in BMP

Strategy 1 Details
Strategy 1: Students will utilize a visual checklist to perform core tasks for targeted office related skills and crafting. Strategy's Expected Result/Impact: 80% of students will be able to demonstrate eight basic core tasks to enhance office related skills and proper use of tools for office/crafting/wood at 70%. Staff Responsible for Monitoring: Business Media Production (BMP) Staff

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 5: 70% of students participating in the specialized vocational programming will gain proficiency in at least two sets of job-specific core tasks correlated to entry-level jobs.

Evaluation Data Sources: community based VITAL program

Strategy 1 Details
Strategy 1: Students will utilize a visual checklist to perform core tasks for targeted entry-level jobs Strategy's Expected Result/Impact: 70% of students will learn at least two sets of four basic core tasks to enhance employment readiness for targeted entry-level jobs in the community. Staff Responsible for Monitoring: VITAL Team Leader; Instructional Specialist; specialized Voc Teachers and VITAL community-based Teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current 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
Strategy 1: Campus Safety: Staff members will teach, model and assist students with special needs to implement the safety procedures and crises plans. Strategy's Expected Result/Impact: Safe, secure and healthy learning environment will be maintained; Student engagement will be maximized Staff Responsible for Monitoring: Director, Instructional Specialist Behavioral Support Specialist Staff
Strategy 2 Details
Strategy 2: Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, etc.) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be completed by scheduled deadlines. Staff Responsible for Monitoring: Director, Instructional Specialist Behavioral Support Specialist LIFE Skills Teachers

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance, excused and unexcused absences. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, Teacher/Paraprofessional attendance will increase by 10% from the previous school year.

Evaluation Data Sources: Campus AESOP Attendance Reports

Strategy 1 Details
Strategy 1: Teacher/Paraprofessional Attendance: We will work to increase Teacher/Paraprofessional attendance by implementing positive incentives for perfect attendance per grading period. Strategy's Expected Result/Impact: A positive school culture will promote greater attendance rates Staff Responsible for Monitoring: Director Instructional Specialist Department Chairperson/Team Leaders; Campus Secretary

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: CFPGS Course Credit Reports

Strategy 1 Details
Strategy 1: Staff development will be provided regarding delivery of digital instruction for students with special needs who require significant materials modifications and technological supports to engage in digital learning activities; coaching sessions with Educational Technology Specialist or Team Leaders will be held at least twice per semester. Strategy's Expected Result/Impact: Teachers will be better equipped to meet the needs of students with disabilities to increase their engagement in lessons presented in digital formats Staff Responsible for Monitoring: Instructional Specialist Department Chairperson/Team Leaders Campus Technology Liaison Professional Learning Liaison

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Family and Community Engagement: By the end of the current school year, parent and family engagement will increase.

Evaluation Data Sources: Parent Contact and Training Logs

Strategy 1 Details
Strategy 1: Family Engagement: 1. Parents are communicated with daily by receiving student daily behavior reports. 2. Fall Open House 3. Fall & Spring Craft Show 4. Fall & Spring Parent Training Night 5. Phone calls home by case managers to update parents on student progress Strategy's Expected Result/Impact: Increased parental/guardian involvement Staff Responsible for Monitoring: Instructional Specialist Department Chairperson/Team Leaders LIFE Skills Teachers/Case Managers

Cypress-Fairbanks Independent School District

Carpenter Center

2024-2025



Goals

Revised/Approved: September 24, 2024

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

Performance Objective 1: District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR/EOC Algebra I, English I/II, and US History

Strategy 1 Details
Strategy 1: READING/ELA: Students will participate in DEAR time during Closing the Gap time integrated in each class period and Read for the cure during October. A writing component will be added to all core courses. Strategy's Expected Result/Impact: Increase reading scores Staff Responsible for Monitoring: All staff
Strategy 2 Details
Strategy 2: MATH: Students will receive small group instruction to address individual deficiencies. Strategy's Expected Result/Impact: Increase meets or exceeds on STAAR results. Staff Responsible for Monitoring: All staff

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: District and Campus developed Safety reports

Strategy 1 Details
Strategy 1: Student Discipline: Staff members will implement the Behavior Management System to encourage self-management and appropriate discipline in all classes. Review discipline referrals each grading period to determine trends in behaviors. Code of Conduct talks held within first 2 weeks of school and in spring semester. Strategy's Expected Result/Impact: Increase student awareness and decrease discipline referrals in all areas. Staff Responsible for Monitoring: AP, All staff members
Strategy 2 Details
Strategy 2: Campus Safety: Staff members will secure all classrooms to prevent outside interruptions. The staff will structure a safe environment through the use of escorting and monitoring students from class to class. All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis. Strategy's Expected Result/Impact: All students will be able to learn in a safe environment. Complete and successful participation in all drills. Staff Responsible for Monitoring: Principal, AP, All staff members
Strategy 3 Details
Strategy 3: The staff will develop the PBIS matrix and expectations to be implemented school-wide, supported by using a positive reinforcement and token economy system. Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Principal

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, Teacher/Paraprofessional attendance will increase by 10% from the previous school year.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details
Strategy 1: Staff Quality, Recruitment, and Retention: Carpenter Center will cultivate a campus of Highly Qualified Teachers who will be in attendance at a higher percentage than in previous years. Strategy's Expected Result/Impact: Teacher/Paraprofessional attendance will increase by 10% from the previous school year. Staff Responsible for Monitoring: Principal
Strategy 2 Details
Strategy 2: Creating campus-wide activities for staff that foster relationship building and mental/emotional support. Strategy's Expected Result/Impact: We will retain staff and decrease staff absenteeism. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: The Carpenter Center will recruit male mentors to work with our most at-risk students. Strategy's Expected Result/Impact: Recruit male mentors through various organizations and companies. and build time on campus for students and mentors to positively interact. Staff Responsible for Monitoring: Director

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Evaluation Data Sources: Classroom implementation of professional learning

Strategy 1 Details
Strategy 1: Our campus will build the capacity of our students with accepting change, so we can have substitutes to support learning when teachers are absent. Strategy's Expected Result/Impact: 100% of teachers will receive job targeted professional development based on identified needs. Staff Responsible for Monitoring: Principal

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Family and Community Engagement: Carpenter Center will cultivate a campus that creates a partnership between the school and home by communicating effectively, encouraging active participation in the student's education, and welcoming the number of campus volunteers to support our students, teachers and programs.

Evaluation Data Sources: Sign-In Sheets, V-Soft Log, School Messenger, Marquee, Phone Calls, Parent Conferences, Campus Visits, Remind 101

Strategy 1 Details
Strategy 1: Family Engagement: 1. Parents are communicated with daily by receiving student daily behavior reports. 2. Parents newsletter will be sent out monthly by being posted on the school website and sent home with students. 3. Information for VIPS communicated with parents to increase parent participation at school 4. Fall and Spring Open House luncheon with parents, students, and staff 5. Weekly phone calls home by case managers to update parents on student progress Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: All staff
Strategy 2 Details
Strategy 2: Teachers will call parents weekly to provide an update on the progress of the student. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: All staff



To: Darin Crawford
Assistant Superintendent for Support Services

From: Suzy Hunter
Nutrition Services Director

Date: October 31, 2024

Re: Bananas for Nutrition Services
Contract #25-01-3441

The following bids were received and opened at 1:00 p.m., Friday, October 18, 2024, as advertised and specified in documents concerning **Contract #25-01-3441 Bananas for Nutrition Services**. The bids received are located on page 2.

Recommendation: Latin Specialties, LLC

Estimated Expenditure: \$548,625.00

Contract Term: January 1, 2025 - December 31, 2025

Renewal: 1 Year

pm

Line 1 26061 - Bananas, Stage 4 - 5, Premium #1

<u>SUPPLIER</u>	<u>BRAND AND PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER POUND</u>	<u>PRICE PER CASE</u>
<u>Latin Specialties, LLC</u>	<u>Chiquita - Breg3</u>	<u>28000</u>	<u>CS</u>	<u>\$0.48125</u>	<u>\$19.25</u>

Line 2 26061 - Bananas, Stage 7, Premium #1

<u>SUPPLIER</u>	<u>BRAND AND PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER POUND</u>	<u>PRICE PER CASE</u>
<u>Latin Specialties, LLC</u>	<u>Chiquita - Breg3</u>	<u>500</u>	<u>CS</u>	<u>\$0.48125</u>	<u>\$19.25</u>

* HEB Grocery Company disqualified. No pricing and nutritional information was provided. Did not meet bid conditions.

**Cypress-Fairbanks Independent School District
Nutrition Services Department**

11355 Perry Road
Houston, Texas 77064
281-897-4543

TO: James Briscoe, Director of Procurement Services
FROM: Suzy Hunter, Nutrition Services Director
DATE: 10/31/2024
RE: Bananas for Nutrition Services 25-01-3441

The purpose of this memo is to explain the evaluation scoring for the Bananas for Nutrition Services 25-01-3441 bid. The vendor awarded has the highest scores per line based on the weighted criteria included in the solicitation. The weighted criteria were developed to maintain compliance with the United States Department of Agriculture regulations for federal programs.

Weighted criteria includes purchase price, reputation of the vendor and vendor's goods or services, quality of the vendor's goods or services, extent to which the goods or services meet the needs of the District, and any other relevant factors specifically listed in the request for bid or proposal including, but not limited to, nutritional value, ingredients, pack size, shelf life, minimum shipment amount, domestic availability, frequency of delivery, and lead time. The evaluating committee was comprised of our own internal procurement professionals and other relevant Nutrition Services staff.

If you have any questions, please contact the Nutrition Services Department.

Sincerely,

Suzy Hunter

Suzy Hunter

Nutrition Services Director



To: **Darin Crawford**
 Assistant Superintendent for Support Services

From: **Suzy Hunter**
 Nutrition Services Director

Date: **October 31, 2024**

Re: **Cleaning Supplies for Nutrition Services**
 Annual Contract #25-01-3750

The following bids were received and opened at 1:00 p.m., Friday, September 20, 2024, as advertised and specified in documents concerning **Annual Contract #25-01-3750 Cleaning Supplies for Nutrition Services**. The bids received are located on pages 2 - 8.

- ^a Overall best value to the District.
- ^b Does not meet District bid conditions.
- ^c Does not offer best value to the District.
- ^d No award.

Recommendation: **All Florida Paper**
 Imperial Bag & Paper Co. LLC DBA Imperial Dade (Gulf Coast Paper Co.)
 Mavich, LLC
 Pollock Investments Incorporated
 Pyramid School Products

Estimated Expenditure: **\$351,333.75**

Contract Term: **January 1, 2025 - December 31, 2025**

Renewal: **2 Years**

sm

Line 1 70129 - Antimicrobial Fruit and Vegetable Wash

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Pollock Investments Incorporated	Ecolab 6100283	20	EA	\$85.89	\$85.8900 ^a
Ecolab Inc.	Ecolab 6100283	20	EA	\$96.86	\$96.8600
Silver Trident LLC	Sierra Chemicals AMFVW5	20	EA	\$106.75	\$106.7500

Line 2 75011 - Bleach

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Imperial Bag & Paper Co. LLC DBA Imperial Dade (Gulf Coast Paper Co.)	KIK 11008635042	1200	CS	\$18.23	\$3.0380 ^a
Liberty Office Products	KIK 11008635042	1200	CS	\$18.91	\$3.1517
Silver Trident LLC	Sierra Chemicals 6	1200	CS	\$19.99	\$3.3300
Pollock Investments Incorporated	KIK 6	1200	CS	\$25.38	\$4.2300
Pyramid School Products	KIK 6	1200	CS	\$25.39	\$4.2310
High Point	KIK 11008635041	1200	CS	\$28.74	\$4.7900
Mavich, LLC	AR110001 - Grainger 56HN13	1200	CS	\$29.99	\$4.9983

Line 3 70000 - Bottle, Spray and Trigger, 16 oz

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Liberty Office Products	Impact 5016EA-4745EA	65	EA	\$1.12	\$1.1200
Pollock Investments Incorporated	Supply Source 5016 Bottle/5816 Trigger	65	EA	\$1.31	\$1.3100
Silver Trident LLC	Sierra Chemicals RN-WS-16	65	EA	\$1.50	\$1.5000
Pyramid School Products	Impact 5016WG/4806	65	EA	\$1.59	\$1.5900
Mavich, LLC	Ability One 8125-00-488-792	65	EA	\$2.11	\$2.1100 ^a

Line 4 70010 - Bottle, Spray and Trigger, 32 oz

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
High Point	M TB5911RD Trigger/CO932 Bottle	75	EA	\$1.22	\$1.2200
Pollock Investments Incorporated	Impact 5032WG Bottle/5900 Trigger	75	EA	\$1.32	\$1.3200
Mavich, LLC	Impact 5032HG/4906-91	75	EA	\$1.49	\$1.4900 ^a
Silver Trident LLC	Sierra Chemicals RN-WS-32	75	EA	\$1.51	\$1.5100
Pyramid School Products	Impact 5032WG/4906	75	EA	\$1.69	\$1.6900
Liberty Office Products	Impact 5032WGEA-5902	75	EA	\$1.97	\$1.9700
Pollock Investments Incorporated	Rubbermaid FG9C03060000	75	EA	\$3.60	\$3.6000

Line 5 75090 - Broom, Angular - 10 1/2" Sweep Face

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco BR-1024MH	250	EA	\$3.50	\$3.5000
Pyramid School Products	Abco BR1024MH	250	EA	\$5.39	\$5.3900
Pollock Investments Incorporated	Odell C00081-M	250	EA	\$5.77	\$5.7700
Pollock Investments Incorporated	Carlisle 4165000	250	EA	\$8.92	\$8.9200
Pollock Investments Incorporated	Rubbermaid FG637500GRAY	250	EA	\$11.85	\$11.8500 ^a
Imperial Bag & Paper Co. LLC DBA Imperial Dade (Gulf Coast Paper Co.)	Rubbermaid FG637500GRAY	250	EA	\$11.96	\$11.9600
High Point	O'Cedar 6470	250	EA	\$12.94	\$12.9400
Liberty Office Products	Rubbermaid FG637500GRAY	250	EA	\$17.31	\$17.3100

Line 6 77940 - Broom, Push - 24" Sweep Face

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco BH-11008	50	EA	\$8.65	\$8.6500
Pyramid School Products	Better Brush 120124 & 143360	50	EA	\$17.98	\$17.9800 ^a
Pollock Investments Incorporated	Rubbermaid 2186280	50	EA	\$44.70	\$44.7000

Line 7 70012 - Chlorine Test Strips

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Mavich, LLC	Lamotte 4250-BJ/Grainger 4EWC7	50	EA	\$8.94	\$0.0447 ^a
Imperial Bag & Paper Co. LLC DBA Imperial Dade (Gulf Coast Paper Co.)	American Dish 995102	50	EA	\$4.84	\$0.0484

Line 8 78800 - Cleaner and Degreaser, Heavy Duty

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
LAsT Group Enterprises, Inc.	Advanced Blending 019-G4	45	CS	\$27.04	\$6.7600
Eagle Brush & Chemical, Inc.	Eagle 12-119-4144	45	CS	\$39.04	\$9.7600
Silver Trident LLC	Sierra Chemicals HD RED	45	CS	\$44.99	\$11.2460
Pollock Investments Incorporated	Ecolab 6119513	45	CS	\$59.32	\$14.8300 ^a
Ecolab Inc.	Ecolab 6119513	45	CS	\$66.00	\$16.5000
Mavich, LLC	Diversey 100986239	45	CS	\$148.00	\$37.0000

Line 9 70024 - Cleaner and Degreaser, for Chemical Dispenser

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Silver Trident LLC	Sierra Chemicals-Citrus MPC	500	CS	\$49.99	\$19.9960 ^b
<u>Imperial Bag & Paper Co. LLC DBA</u> <u>Imperial Dade (Gulf Coast Paper Co.)</u>	<u>Diversey 95192347</u>	<u>500</u>	<u>CS</u>	<u>\$86.22</u>	<u>\$43.1100</u> ^a
Pollock Investments Incorporated	Diversey 95192347	500	CS	\$93.26	\$46.6300
Mavich, LLC	Diversey 95192347	500	CS	\$125.99	\$62.9950

Line 10 70033 - Cleaner, Bacterial Drain Maintainer

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER EACH</u>	<u>PRICE PER EACH</u>
Imperial Bag & Paper Co. LLC DBA Imperial Dade (Gulf Coast Paper Co.)	Spartan 3197	300	EA	\$3.26	\$3.2600 ^b
Pollock Investments Incorporated	Arcot 7709SF	300	EA	\$3.75	\$3.7500 ^b
Pollock Investments Incorporated	ACS 700702	300	EA	\$3.87	\$3.8700 ^b
Eagle Brush & Chemical, Inc.	Hawk 17-386-1220	300	EA	\$4.50	\$4.5000 ^b
Silver Trident LLC	Sierra Chemicals Drain-B-Clean	300	EA	\$6.99	\$6.9900 ^b
<u>Mavich, LLC</u>	<u>Tough Guy 2CYE8</u>	<u>300</u>	<u>EA</u>	<u>\$8.34</u>	<u>\$8.3400</u> ^a

Line 11 70014 - Cleaner, Grease Solvent

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Eagle Brush & Chemical, Inc.	Eagle Blaze 12-121-4133	250	CS	\$24.20	\$6.0500 ^b
Silver Trident LLC	Sierra Chemicals Super Stuff	250	CS	\$32.50	\$8.1250 ^b
<u>Imperial Bag & Paper Co. LLC DBA</u> <u>Imperial Dade (Gulf Coast Paper Co.)</u>	<u>Arcot 9680 KC-80</u>	<u>250</u>	<u>CS</u>	<u>\$37.01</u>	<u>\$9.2500</u> ^a
Pollock Investments Incorporated	Arcot 9680	250	CS	\$38.82	\$9.7100
Pollock Investments Incorporated	ACS 600606	250	CS	\$25.96	\$12.9800
Mavich, LLC	Simple Green 0610000619128	250	CS	\$13.98	\$13.9800

^d **Line 12 77000 - Cleaner, Multi-Purpose, Acid**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Imperial Bag & Paper Co. LLC DBA Imperial Dade (Gulf Coast Paper Co.)	Arcot 9638	30	CS	\$35.71	\$8.9300
Pollock Investments Incorporated	Arcot 9638	30	CS	\$37.44	\$9.3600
Pollock Investments Incorporated	ACS 700709	30	CS	\$28.85	\$14.4300
Eagle Brush & Chemical, Inc.	Hawk 10-040-4244	30	CS	\$72.00	\$18.0000
Silver Trident LLC	Sierra Chemical PA-Clean	30	CS	\$79.96	\$19.9900

Line 13 70023 - Cleaner, Multi-Surface, for Chemical Dispenser

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Silver Trident LLC	Sierra Chemicals 5000-DD	300	CS	\$63.98	\$31.9900 ^b
<u>Imperial Bag & Paper Co. LLC DBA</u> <u>Imperial Dade (Gulf Coast Paper Co.)</u>	<u>Diversey Alpha HP 5549211</u>	<u>300</u>	<u>CS</u>	<u>\$67.82</u>	<u>\$33.9100</u> ^a
Pollock Investments Incorporated	Diversey 5549211	300	CS	\$75.20	\$37.6000
Mavich, LLC	Diversey 5549211/Grainger 35Z914	300	CS	\$134.73	\$67.3650

Line 14 70037 - Cleaner, No Rinse

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Silver Trident LLC	Sierra Chemicals Super Purple	200	CS	\$27.00	\$6.7500 ^b
Eagle Brush & Chemical, Inc.	Hawk 12-196-4244	200	CS	\$30.40	\$7.6000 ^b
<u>Imperial Bag & Paper Co. LLC DBA</u> <u>Imperial Dade (Gulf Coast Paper Co.)</u>	<u>Arcot 9588</u>	<u>200</u>	<u>CS</u>	<u>\$36.34</u>	<u>\$9.0800</u> ^a
Pollock Investments Incorporated	Arcot 9588	200	CS	\$38.12	\$9.5300
Liberty Office Products	P&G 25045	200	CS	\$52.55	\$13.1375
Pollock Investments Incorporated	ACS 700713	200	CS	\$32.46	\$16.2300

Line 15 70016 - Cleaner, Oven - Aerosol

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER OZ</u>
<u>All Florida Paper</u>	<u>Chase (Spraypak) 433-4110</u>	<u>250</u>	<u>CS</u>	<u>\$36.00</u>	<u>\$0.2500</u> ^a
Pyramid School Products	Chase (Spraypak) 433-4110	250	CS	\$36.69	\$0.2548
Genesis II, Inc.	Chase (Spraypak) 433-4110	250	CS	\$37.11	\$0.2575
Pollock Investments Incorporated	Easy Off 85260	250	CS	\$48.24	\$0.3350
High Point	Triple S 21023	250	CS	\$51.36	\$0.3567
Mavich, LLC	Tough Guy 2DBX5	250	CS	\$7.79	\$0.3895
Silver Trident LLC	Sierra Chemicals Tuff Guy Cleaner	250	CS	\$69.99	\$0.4858

Line 16 70017 - Cleaner, Scouring Powder

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Pyramid School Products	Babo P752088	100	CS	\$24.75	\$1.0313 ^a
High Point	Babo P752088	100	CS	\$28.26	\$1.1800
Liberty Office Products	Colgate 214278	100	CS	\$34.86	\$1.4525
Mavich, LLC	Ajax 114278/Grainger 1CH06	100	CS	\$35.16	\$1.4650
Pollock Investments Incorporated	Comet 32987	100	CS	\$45.36	\$1.8900

Line 17 70018 - Cleaner, Stainless Steel - Aerosol, Liquid, or Spray

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Chase 433-4111	50	CS	\$26.65	\$2.2200 ^a
Pyramid School Products	Chase 433-4111	50	CS	\$27.60	\$2.3000
Genesis II, Inc.	Chase 433-4111	50	CS	\$27.98	\$2.3400
Pollock Investments Incorporated	CLAIRE MFG 844	50	CS	\$63.36	\$5.2800
Pollock Investments Incorporated	Arcot 9662	50	CS	\$35.34	\$5.8900
Silver Trident LLC	Sierra Chemical SparkleStuff	50	CS	\$112.00	\$9.3300

Line 18 77210 - Deck Brush Head, 18" Long

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco 00008	20	EA	\$2.55	\$2.5500 ^b
Pyramid School Products	Unger PB45A	20	EA	\$20.99	\$20.9900 ^c
Pollock Investments Incorporated	Unger PB45A	20	EA	\$21.23	\$21.2300 ^a
Imperial Bag & Paper Co. LLC DBA	Unger PB45A	20	EA	\$24.60	\$24.6000
Imperial Dade (Gulf Coast Paper Co.)	Unger PB45A/Grainger 169T33	20	EA	\$28.40	\$28.4000

Line 19 77200 - Deck Brush Pole, 58" Long

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco 00008	20	EA	\$2.01	\$2.0100 ^b
All Florida Paper	Abco 01102	20	EA	\$2.01	\$2.0100 ^b
Silver Trident LLC	Sierra Chemicals DBP-58	20	EA	\$16.50	\$16.5000 ^b
Imperial Bag & Paper Co. LLC DBA	Unger AL14A	20	EA	\$20.67	\$20.6700 ^a
Imperial Dade (Gulf Coast Paper Co.)	Unger AL14A	20	EA	\$20.67	\$20.6700 ^a
Pollock Investments Incorporated	Unger AL14A	20	EA	\$23.67	\$23.6700
Pyramid School Products	Unger AL14A	20	EA	\$24.98	\$24.9800
Mavich, LLC	Unger AL14A/Grainger 8YC78	20	EA	\$28.79	\$28.7900

Line 20 70019 - Delimer

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Imperial Bag & Paper Co. LLC DBA	Arcot 9638	40	CS	\$35.71	\$8.9275 ^a
Imperial Dade (Gulf Coast Paper Co.)	Arcot 9638	40	CS	\$35.71	\$8.9275 ^a
Pollock Investments Incorporated	Arcot 9638G	40	CS	\$38.36	\$9.5900
Silver Trident LLC	Sierra Chemicals Jet Delimer	40	CS	\$44.50	\$11.1250
Pollock Investments Incorporated	ACS 700709	40	CS	\$28.84	\$14.4200
Pollock Investments Incorporated	Arcot 9640	40	CS	\$79.48	\$19.8700
Mavich, LLC	CLR Pro G-FM-CLR128-4PRO	40	CS	\$21.25	\$21.2500

Line 21 70029 - Detergent, Dish Machine Warewashing

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Silver Trident LLC	Sierra Chemical ST-Power Clean	115	CS	\$92.66	\$2.5740 ^b
Pollock Investments Incorporated	Ecolab 06100185	115	CS	\$95.44	\$2.6511 ^a
Ecolab Inc.	Ecolab 06100185	115	CS	\$116.50	\$3.2361

Line 22 75782 - Detergent, Hand Dishwashing

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Liberty Office Products	Performance Plus PP28139	1000	CS	\$19.87	\$4.9675 ^b
Silver Trident LLC	Sierra Chemicals BM-1GAL	1000	CS	\$23.99	\$5.9970 ^b
Imperial Bag & Paper Co. LLC DBA	Arcot 9632ER	1000	CS	\$28.55	\$7.1400 ^a
Imperial Dade (Gulf Coast Paper Co.)	Arcot 9632ER	1000	CS	\$28.55	\$7.1400 ^a
Eagle Brush & Chemical, Inc.	Hawk 12-008-4244	1000	CS	\$29.84	\$7.4600
Pollock Investments Incorporated	Arcot 9632ER	1000	CS	\$30.68	\$7.6700
Pollock Investments Incorporated	ACS 400404	1000	CS	\$45.96	\$11.4900
Mavich, LLC	Joy 43607/Grainger 787GM5	1000	CS	\$105.00	\$26.2500

Line 23 75784 - Detergent, Laundry HE

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Eagle Brush & Chemical, Inc.	Hawk	200	CS	\$37.88	\$9.4700 ^b
Silver Trident LLC	Sierra Chemicals Tribune-HE	200	CS	\$39.96	\$9.9900 ^b
Pollock Investments Incorporated	Arcot 9704	200	CS	\$50.04	\$12.5100 ^b
<u>Imperial Bag & Paper Co. LLC DBA</u> <u>Imperial Dade (Gulf Coast Paper Co.)</u>	<u>Spartan 7003</u>	<u>200</u>	<u>CS</u>	<u>\$57.93</u>	<u>\$14.4800</u> ^a
Liberty Office Products	Midlab 412800-41	200	CS	\$61.96	\$15.4900
Mavich, LLC	Purex 05016/Grainger 29PL53	200	CS	\$69.16	\$17.2900
Pollock Investments Incorporated	ACS 10001002	200	CS	\$78.23	\$31.2920

Line 24 77027 - Detergent, Pot/Pan

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Silver Trident LLC	Sierra Chemicals CherrySS	850	EA	\$14.99	\$14.9900 ^b
<u>Pollock Investments Incorporated</u>	<u>Diversey 94977476</u>	<u>850</u>	<u>EA</u>	<u>\$58.05</u>	<u>\$58.0500</u> ^a
Imperial Bag & Paper Co. LLC DBA	Diversey 94977476	850	EA	\$59.30	\$59.3000
Imperial Dade (Gulf Coast Paper Co.)	Diversey 94977476/Grainger 4MHK3	850	EA	\$81.29	\$81.2900

Line 25 75785 - Disinfectant Spray, Aerosol

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
<u>All Florida Paper</u>	<u>Chase 433-4104</u>	<u>200</u>	<u>CS</u>	<u>\$26.84</u>	<u>\$2.2400</u> ^a
Pyramid School Products	Chase 433-4104	200	CS	\$27.59	\$2.2990
Genesis II, Inc.	Chase 433-4104	200	CS	\$28.39	\$2.3700
Liberty Office Products	Chase 5157	200	CS	\$37.83	\$3.1525
Imperial Bag & Paper Co. LLC DBA	Spartan Steriphene II	200	CS	\$47.68	\$3.9700
Imperial Dade (Gulf Coast Paper Co.)	Triple S 21001	200	CS	\$49.75	\$4.1500
Pollock Investments Incorporated	Arcot 5157	200	CS	\$57.96	\$4.8300
Eagle Brush & Chemical, Inc.	Quest QUE310	200	CS	\$79.68	\$6.6400
Mavich, LLC	Lysol REC 04650/Grainger 3WU88	200	CS	\$89.91	\$7.4975
Pollock Investments Incorporated	Lysol 74828	200	CS	\$119.88	\$9.9900

Line 26 70050 - Dust Pan, Plastic Hand Held

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco 00205HDS	20	EA	\$1.76	\$1.7600 ^b
<u>Mavich, LLC</u>	<u>Grainger 1VAJ7</u>	<u>20</u>	<u>EA</u>	<u>\$1.85</u>	<u>\$1.8500</u> ^a
Pollock Investments Incorporated	Carlisle 36143703	20	EA	\$3.19	\$3.1900
Pollock Investments Incorporated	Odell DP222	20	EA	\$3.20	\$3.2000
Pollock Investments Incorporated	Rubbermaid FG200500CHAR	20	EA	\$3.55	\$3.5500
Pyramid School Products	Rubbermaid FG2005	20	EA	\$3.89	\$3.8900
Liberty Office Products	Impact 710	20	EA	\$5.75	\$5.7500

Line 27 85200 - Dust Pan, Upright

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco 00205HDS	130	EA	\$5.90	\$5.9000 ^b
All Florida Paper	Abco DP00204EH	130	EA	\$5.90	\$5.9000 ^b
Pyramid School Products	Abco DP00204EH	130	EA	\$6.99	\$6.9900 ^b
High Point	M2 DPL800	130	EA	\$8.20	\$8.2000 ^b
<u>Mavich, LLC</u>	<u>Grainger 1VAJ6</u>	<u>130</u>	<u>EA</u>	<u>\$9.57</u>	<u>\$9.5700</u> ^a
Liberty Office Products	Performance Plus PPLDFBK	130	EA	\$9.92	\$9.9200
Pollock Investments Incorporated	Carlisle 36141003	130	EA	\$11.01	\$11.0100
Pollock Investments Incorporated	Odell LDP1	130	EA	\$11.65	\$11.6500
Imperial Bag & Paper Co. LLC DBA	Rubbermaid FG253100BLA	130	EA	\$12.14	\$12.1400
Imperial Dade (Gulf Coast Paper Co.)	Rubbermaid FG253100BLA	130	EA	\$13.93	\$13.9300

Line 28 77020 - Free Rinse Additive, Liquid

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER GAL</u>
Silver Trident LLC	Sierra Chemicals FRA-Liquid	10	CS	\$119.99	\$47.9960 ^b
Ecolab Inc.	Ecolab 6102448	10	CS	\$247.97	\$61.9925 ^b
<u>Pollock Investments Incorporated</u>	<u>Ecolab 6117532</u>	<u>10</u>	<u>CS</u>	<u>\$180.62</u>	<u>\$72.2480</u> ^a
Mavich, LLC	Diversey 57268280	10	CS	\$339.39	\$84.8475

Line 29 75786 -Gloves, Latex, Dishwashing - 12-16" Long (Medium Size)

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER PAIR</u>
Pollock Investments Incorporated	Impact GRFY-MD-2E	500	PAIRS	\$0.45	\$0.4500 ^b
Pollock Investments Incorporated	Hosepco GL-L116LM	500	PAIRS	\$0.72	\$0.7200 ^b
Pyramid School Products	Cordova 4258R-MED	500	PAIRS	\$0.75	\$0.3750 ^b
<u>Mavich, LLC</u>	<u>Condor 48UP17</u>	<u>500</u>	<u>PAIRS</u>	<u>\$1.13</u>	<u>\$1.1300</u> ^a

Line 30 75100 - Mop Bucket, Plastic

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Pollock Investments Incorporated	Odell MBW35Y	55	EA	\$41.52	\$41.5200 ^b
All Florida Paper	Abco T01009SPW	55	EA	\$44.12	\$44.1200 ^b
High Point	M2 S34100YE	55	EA	\$57.49	\$57.4900 ^b
<u>Mavich, LLC</u>	<u>Rubbermaid FG758088YEL</u>	<u>55</u>	<u>EA</u>	<u>\$70.53</u>	<u>\$70.5300</u> ^a
Pyramid School Products	Rubbermaid FG758088YEL	55	EA	\$79.89	\$79.8900
Imperial Bag & Paper Co. LLC DBA	Rubbermaid FG758088YEL	55	EA	\$86.88	\$86.8800
Imperial Dade (Gulf Coast Paper Co.)	Rubbermaid FG758088YEL	55	EA	\$87.55	\$87.5500
Pollock Investments Incorporated	Carlisle 8690404	55	EA	\$89.92	\$89.9200
Liberty Office Products	Rubbermaid FG758088YEL	55	EA	\$91.38	\$91.3800
Pollock Investments Incorporated	Rubbermaid FG758088YEL	55	EA	\$91.38	\$91.3800

Line 31 75562 - Mop Head, Micro-Fiber

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco CLNM 303MWB	300	CS	\$35.64	\$2.9700 ^b
<u>Mavich, LLC</u>	<u>Tough Guy 1TYX6</u>	<u>300</u>	<u>CS</u>	<u>\$43.80</u>	<u>\$3.6500</u> ^a
Pyramid School Products	Monarch M600014G	300	CS	\$71.88	\$5.9900
High Point	Triple S 36868	300	CS	\$84.32	\$7.0200
Pollock Investments Incorporated	Odell MWTM-B	300	CS	\$85.44	\$7.1200
Imperial Bag & Paper Co. LLC DBA	Janico 6041BL	300	CS	\$99.36	\$8.2800
Imperial Dade (Gulf Coast Paper Co.)	Rubbermaid 1924815	300	CS	\$171.60	\$14.3000
Pollock Investments Incorporated	Rubbermaid 1924815	300	CS	\$171.60	\$14.3000

Line 32 77320 - Mop Head, Rough Floor

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco-LM-205MW	120	EA	\$6.11	\$6.1100 ^b
<u>Pollock Investments Incorporated</u>	<u>Rubbermaid FGT25600WH00</u>	<u>120</u>	<u>EA</u>	<u>\$8.68</u>	<u>\$8.6800</u> ^a
Pyramid School Products	Rubbermaid FGT25600WH00	120	EA	\$8.69	\$8.6900
Liberty Office Products	Rubbermaid FGT25600WH00	120	EA	\$104.94	\$8.7450
Imperial Bag & Paper Co. LLC DBA	Rubbermaid FGT25600WH00	120	EA	\$8.76	\$8.7600
Imperial Dade (Gulf Coast Paper Co.)	Rubbermaid FGT25600WH00	120	EA	\$15.11	\$15.1100
Mavich, LLC	Rubbermaid FGT25600WH00	120	EA	\$15.11	\$15.1100

Line 33 75788 - Pail, Utility - Green

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco T090301	250	EA	\$4.37	\$4.3700 ^b
<u>Pollock Investments Incorporated</u>	<u>San Jamar KPP196GN</u>	<u>250</u>	<u>EA</u>	<u>\$5.85</u>	<u>\$5.8500</u> ^a
Liberty Office Products	CFS KP-196GREEN	250	EA	\$6.79	\$6.7900
Pyramid School Products	San Jamar KPP196GN	250	EA	\$6.99	\$6.9900
Pollock Investments Incorporated	Rubbermaid 1857377	250	EA	\$7.48	\$7.4800
Imperial Bag & Paper Co. LLC DBA	Rubbermaid 1857377	250	EA	\$7.55	\$7.5500
Imperial Dade (Gulf Coast Paper Co.)	Rubbermaid 1857377	250	EA	\$7.55	\$7.5500
Mavich, LLC	Kleen-Pail KPP196GN	250	EA	\$9.79	\$9.7900

Line 34 75789 - Pail, Utility - Red

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco T090301	250	EA	\$4.37	\$4.3700 ^b
<u>Pollock Investments Incorporated</u>	<u>San Jamar KPP196RD</u>	<u>250</u>	<u>EA</u>	<u>\$5.85</u>	<u>\$5.8500</u> ^a
Liberty Office Products	CFS KP-196RD	250	EA	\$6.79	\$6.7900
Pyramid School Products	San Jamar KPP196RD	250	EA	\$6.99	\$6.9900
Pollock Investments Incorporated	Rubbermaid 1857375	250	EA	\$7.48	\$7.4800
Imperial Bag & Paper Co. LLC DBA	Rubbermaid 1857375 RED 5 QT	250	EA	\$7.55	\$7.5500
Imperial Dade (Gulf Coast Paper Co.)	Rubbermaid 1857375 RED 5 QT	250	EA	\$7.55	\$7.5500
Mavich, LLC	Kleen-Pail KPP196RD	250	EA	\$9.79	\$9.7900

Line 35 70021 - Quat Test Kit

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
<u>Mavich, LLC</u>	<u>Hydriion QT-10/Grainger 3UDA5</u>	<u>250</u>	<u>TUBES</u>	<u>\$70.89</u>	<u>\$7.0890</u> ^a
Imperial Bag & Paper Co. LLC DBA	Hydriion QT10	250	TUBES	\$8.67	\$8.6700
Imperial Dade (Gulf Coast Paper Co.)	Daymark IT112808B	250	TUBES	\$15.11	\$15.1100
Pollock Investments Incorporated					

Line 36 77021 - Rinse Additive, Drying Agent

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Silver Trident LLC	Sierra Chemicals-Pot-B-Rinsed	20	CS	\$79.96	\$19.9900 ^b
<u>Pollock Investments Incorporated</u>	<u>Ecolab 6113722</u>	<u>20</u>	<u>CS</u>	<u>\$123.88</u>	<u>\$30.9700</u> ^a
Ecolab Inc.	6113722 Ecolab	20	CS	\$134.49	\$33.6300
Mavich, LLC	Diversey 957273280	20	CS	\$548.47	\$137.1175

Line 37 70028 - Rinse Additive, Solid Concentrate

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
<u>Pollock Investments Incorporated</u>	<u>Ecolab 6125395</u>	<u>30</u>	<u>CS</u>	<u>\$172.08</u>	<u>\$86.0400</u> ^a
Ecolab Inc.	Ecolab 6125395	30	CS	\$184.75	\$92.3750

Line 38 70031 - Sanitizer, Liquid

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
<u>Pollock Investments Incorporated</u>	<u>Ecolab 6113979</u>	<u>75</u>	<u>CS</u>	<u>\$30.56</u>	<u>\$7.6400</u> ^a
Ecolab Inc.	Ecolab 6113979	75	CS	\$38.87	\$9.7200
Silver Trident LLC	Sierra Chemicals Rinse Clean	75	CS	\$66.40	\$16.6000

Line 39 70025 - Sanitizer, Liquid Concentrate

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
<u>Pollock Investments Incorporated</u>	<u>Diversey 4603095</u>	<u>600</u>	<u>EA</u>	<u>\$63.21</u>	<u>\$63.2100</u> ^a
Imperial Bag & Paper Co. LLC DBA	Diversey 101105267	600	EA	\$64.66	\$64.6600
Imperial Dade (Gulf Coast Paper Co.)					

Line 40 75104 - Scouring Pad, General Purpose - 6" x 3.5"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
<u>Pyramid School Products</u>	<u>ACS 96-050</u>	<u>1200</u>	<u>CS</u>	<u>\$11.99</u>	<u>\$0.1998</u> ^a
Imperial Bag & Paper Co. LLC DBA	Victoria Bay VB96MSP	1200	CS	\$4.28	\$0.2100
Imperial Dade (Gulf Coast Paper Co.)					
Pollock Investments Incorporated	Radiance 10099075	1200	CS	\$4.91	\$0.2455
All Florida Paper	Abco SC-N2000	1200	CS	\$20.65	\$0.2868
High Point	SSS 96	1200	CS	\$21.28	\$0.3547
Mavich, LLC	Tough Guy 2NTG9	1200	CS	\$9.35	\$0.4675

Line 41 Scouring Pad, Extra Heavy Duty - 4" x 5.25"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco SC-N2001	100	CS	\$20.96	\$0.2911 ^b
Pyramid School Products	ACS 46-673	100	CS	\$5.99	\$0.2995 ^b
<u>Pollock Investments Incorporated</u>	<u>3M 71000465679000</u>	<u>100</u>	<u>CS</u>	<u>\$12.00</u>	<u>\$0.3000</u> ^a
Imperial Bag & Paper Co. LLC DBA	Victoria Bay VB86HSP	100	CS	\$5.77	\$0.3847
Imperial Dade (Gulf Coast Paper Co.)					
Mavich, LLC	Scotch Brite 88CC/Grainger 53UD27	100	CS	\$14.54	\$1.4540

Line 42 Scouring Pad, Holder - 16"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Pyramid School Products	ACS GH16	30	EA	\$4.89	\$4.8900 ^b
Imperial Bag & Paper Co. LLC DBA	Janico 3279	30	EA	\$8.51	\$8.5100 ^b
Imperial Dade (Gulf Coast Paper Co.)					
<u>Pollock Investments Incorporated</u>	<u>3M 7100079028405-R</u>	<u>30</u>	<u>EA</u>	<u>\$15.48</u>	<u>\$15.4800</u> ^a
Mavich, LLC	Scotch-Brite 405-R/Grainger 1EKB9	30	EA	\$20.59	\$20.5900

^d **Line 43 Toilet Brush with Caddy**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
All Florida Paper	Abco 00018	100	EA	\$1.58	\$1.5800
High Point	Bowl Brush- M2 BRWM204/Bowl	100	EA	\$3.03	\$3.0300
Pyramid School Products	Brush Caddy- M2/J5021001	100	EA	\$3.87	\$3.8700
Pollock Investments Incorporated	Rubbermaid	100	EA	\$4.34	\$4.3400
	FG631000WHT/FG631100WHT				

Line 44 75111 - Towels, Herringbone

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
LAsT Group Enterprises, Inc.	Dallas Wiping Materials	100	CS	\$5.92	\$0.4933 ^c
<u>Pollock Investments Incorporated</u>	<u>Dallas Wiping T1526HB</u>	<u>100</u>	<u>CS</u>	<u>\$6.92</u>	<u>\$0.5800</u> ^a

Line 45 70038 - Wipes, Antibacterial

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
Imperial Bag & Paper Co. LLC DBA Imperial Dade (Gulf Coast Paper Co.)	CFS 35084	400	CS	\$38.26	\$0.3826 ^b
<u>Pollock Investments Incorporated</u>	<u>Taylor 9999N</u>	<u>400</u>	<u>CS</u>	<u>\$57.41</u>	<u>\$0.0574</u> ^a

Line 46 76220 - Wringer, for Mop Bucket

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>PRICE PER CASE</u>	<u>PRICE PER EACH</u>
High Point	M2, S73500YE	55	EA	\$34.82	\$34.8200 ^b
All Florida Paper	Abco T01009W	55	EA	\$57.16	\$57.1600 ^b
<u>Imperial Bag & Paper Co. LLC DBA</u> <u>Imperial Dade (Gulf Coast Paper Co.)</u>	<u>Rubbermaid 2064915</u>	<u>55</u>	<u>EA</u>	<u>\$57.49</u>	<u>\$57.4900</u> ^a
Pollock Investments Incorporated	Rubbermaid 2064915	55	EA	\$58.25	\$58.2500
Pyramid School Products	Rubbermaid 2064915	55	EA	\$62.99	\$62.9900
Liberty Office Products	Rubbermaid 2064915	55	EA	\$97.79	\$97.7900
Mavich, LLC	Rubbermaid 2064915	55	EA	\$105.00	\$105.0000

**Cypress-Fairbanks Independent School District
Nutrition Services Department**

11355 Perry Road
Houston, Texas 77064
281-897-4543

TO: James Briscoe, Director of Procurement Services
FROM: Suzy Hunter, Nutrition Services Director
DATE: 10/31/2024
RE: Cleaning Supplies for Nutrition Services 25-01-3750

The purpose of this memo is to explain the evaluation scoring for the Cleaning Supplies for Nutrition Services 25-01-3750 bid. The vendor(s) awarded scored the highest per line based on the weighted criteria included in the solicitation. The weighted criteria were developed to maintain compliance with the United States Department of Agriculture regulations for federal programs.

Weighted criteria includes purchase price, reputation of the vendor and vendor's goods or services, quality of the vendor's goods or services, extent to which the goods or services meet the needs of the District, and any other relevant factors specifically listed in the request for bid or proposal. The evaluating committee was comprised of our own internal procurement professionals and other relevant Nutrition Services staff.

If you have any questions, please contact the Nutrition Services Department.

Sincerely,

Suzy Hunter

Suzy Hunter

Nutrition Services Director



To: Darin Crawford
Assistant Superintendent for Support Services

From: James Briscoe
Director of Procurement Services

Date: October 25, 2024

Re: CTE Vocational Lab Supplies, Equipment & Housewares
Annual Contract #25-01-4300RFP

The following proposals were received and opened at 10:00 a.m., Monday, October 7, 2024, as advertised and specified in documents concerning **Annual Contract #25-01-4300RFP CTE Vocational Lab Supplies, Equipment and Housewares**. The proposals received and the final evaluation summary are located on pages 2-12.

Recommendation: Award contract to each of the suppliers listed at the discount noted.

Estimated Expenditure: \$2,500,000.00

Contract Term: January 1 , 2025 - December 31, 2025

Renewal: 2 Years

mm

Line 1 Automotive Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Advance Auto Parts (Advance Stores Company, Inc)</u>	<u>50.0%</u>
<u>O'Reilly Auto Parts (O'Reilly Automotive Stores, INC)</u>	<u>41.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>AllTex Welding Supply, Inc</u>	<u>15.0%</u>
<u>Texas Pride Marketing</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>MTF Equipment Sales</u>	<u>0.0%</u>
<u>Delegard Tool of Texas, Inc.</u>	<u>0.0%</u>
<u>MAVICH</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>INDUSTRIAL ABRASIVES CO INC</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>

Line 2 Crafting Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Blick Art Materials (Blick Art Materials LLC)</u>	<u>20.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Acorn Naturalists (The Acorn Group Inc.)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>STEMfinity, LLC</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>

Line 3 Floral Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Blick Art Materials (Blick Art Materials LLC)</u>	<u>20.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Southern Floral Company</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>

Line 4 General Lab Equipment and Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>O'Reilly Auto Parts (O'Reilly Automotive Stores, INC)</u>	<u>41.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>AllTex Welding Supply, Inc</u>	<u>25.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Unipak Corp.</u>	<u>14.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>10.0%</u>
<u>Steel Supply, LP</u>	<u>10.0%</u>
<u>Flinn Scientific Inc</u>	<u>10.0%</u>
<u>Mason's Mill and Lumber Co., Inc.</u>	<u>10.0%</u>
<u>Paxton/Patterson LLC</u>	<u>7.0%</u>
<u>Carolina Biological Supply Company</u>	<u>5.0%</u>
<u>MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)</u>	<u>5.0%</u>
<u>Texas Pride Marketing</u>	<u>5.0%</u>
<u>Pitsco Education</u>	<u>4.0%</u>
<u>Bio Corporation (Bio Company)</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>
<u>miniPCR bio (Amplifyus LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Edvotek</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>INDUSTRIAL ABRASIVES CO INC</u>	<u>0.0%</u>
<u>CIRCLE SAW BUILDERS SUPPLY</u>	<u>0.0%</u>

Line 4 General Lab Equipment and Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>MAVICH</u>	<u>0.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>
<u>Delegard Tool of Texas, Inc.</u>	<u>0.0%</u>
<u>Snap-on Industrial, a Division of IDSC Holdings LLC</u>	<u>0.0%</u>
<u>MTF Equipment Sales</u>	<u>0.0%</u>
<u>American Industrial Supply (Apel Enterprises, LLC)</u>	<u>0.0%</u>
<u>PENN STATE INDUSTRIES</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>

Line 5 Hand Tools - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>O'Reilly Auto Parts (O'Reilly Automotive Stores, INC)</u>	<u>41.0%</u>
<u>Advance Auto Parts (Advance Stores Company, Inc)</u>	<u>35.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>AllTex Welding Supply, Inc</u>	<u>25.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Unipak Corp.</u>	<u>14.0%</u>
<u>Steel Supply, LP</u>	<u>10.0%</u>
<u>Paxton/Patterson LLC</u>	<u>7.0%</u>
<u>MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)</u>	<u>5.0%</u>
<u>Texas Pride Marketing</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Pitsco Education</u>	<u>4.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Snap-on Industrial, a Division of IDSC Holdings LLC</u>	<u>0.0%</u>
<u>American Industrial Supply (Apel Enterprises, LLC)</u>	<u>0.0%</u>
<u>MTF Equipment Sales</u>	<u>0.0%</u>
<u>Delegard Tool of Texas, Inc.</u>	<u>0.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>
<u>MAVICH</u>	<u>0.0%</u>
<u>CIRCLE SAW BUILDERS SUPPLY</u>	<u>0.0%</u>
<u>INDUSTRIAL ABRASIVES CO INC</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>PENN STATE INDUSTRIES</u>	<u>0.0%</u>

Line 6 Housewares, Cookware - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Ace Mart Restaurant Supply co</u>	<u>7.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>

Line 7 Housewares, Gadgets - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Ace Mart Restaurant Supply co</u>	<u>7.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Snap-on Industrial, a Division of IDSC Holdings LLC</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>

Line 8 Housewares, Miscellaneous - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Unipak Corp.</u>	<u>21.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Ace Mart Restaurant Supply co</u>	<u>7.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>

Line 9 Housewares, Small Electrics - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Ace Mart Restaurant Supply co</u>	<u>7.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>

Line 10 Housewares, Storage - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Ace Mart Restaurant Supply co</u>	<u>7.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>

Line 11 Housewares, Tabletop - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Ace Mart Restaurant Supply co</u>	<u>7.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>

Line 12 Housewares, Textiles - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Unipak Corp.</u>	<u>21.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Ace Mart Restaurant Supply co</u>	<u>7.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>

Line 13 Model Rockets and Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>VWR Education, LLC d/b/a Wards Natural Science</u>	<u>18.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Flinn Scientific Inc</u>	<u>10.0%</u>
<u>Paxton/Patterson LLC</u>	<u>7.0%</u>
<u>Carolina Biological Supply Company</u>	<u>5.0%</u>
<u>MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)</u>	<u>5.0%</u>
<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Pitsco Education</u>	<u>4.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>STEMfinity, LLC</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>

Line 14 Photography and Visual Arts Lab Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Blick Art Materials (Blick Art Materials LLC)</u>	<u>20.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Armadillo Photo Supply, Inc.</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>

Line 15 Specialty Lumber, Woods and Plastics - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>AllTex Welding Supply, Inc</u>	<u>15.0%</u>
<u>A & C Plastics Inc.</u>	<u>10.0%</u>
<u>Mason's Mill and Lumber Co., Inc.</u>	<u>10.0%</u>
<u>MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>PENN STATE INDUSTRIES</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>

Line 16 Welding and Industrial Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>O'Reilly Auto Parts (O'Reilly Automotive Stores, INC)</u>	<u>41.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>AllTex Welding Supply, Inc</u>	<u>27.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Steel Supply, LP</u>	<u>10.0%</u>
<u>American Welding & Gas dba Coastal Welding Supply</u>	<u>10.0%</u>
<u>Paxton/Patterson LLC</u>	<u>7.0%</u>
<u>MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)</u>	<u>5.0%</u>
<u>Carolina Biological Supply Company</u>	<u>5.0%</u>
<u>Texas Pride Marketing</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>
<u>Snap-on Industrial, a Division of IDSC Holdings LLC</u>	<u>0.0%</u>
<u>Bio Corporation (Bio Company)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>
<u>INDUSTRIAL ABRASIVES CO INC</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Delegard Tool of Texas, Inc.</u>	<u>0.0%</u>
<u>MAVICH</u>	<u>0.0%</u>
<u>CIRCLE SAW BUILDERS SUPPLY</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>

Line 16 Welding and Industrial Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>American Industrial Supply (Apel Enterprises, LLC)</u>	<u>0.0%</u>

Line 17 Electronics/Electrical Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>MAVICH</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>STEMfinity, LLC</u>	<u>0.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>

Line 18 Robotics - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Carolina Biological Supply Company</u>	<u>5.0%</u>
<u>MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Pitsco Education</u>	<u>4.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>STEMfinity, LLC</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>

Line 19 Agricultural Science - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Carolina Biological Supply Company</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Bio Corporation (Bio Company)</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>
<u>Acorn Naturalists (The Acorn Group Inc.)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>STEMfinity, LLC</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>

Line 20 Family and Consumer Science Equipment and Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Fisher Science Education Business Unit (Fisher Scientific Co., LLC)</u>	<u>33.0%</u>
<u>VWR Education, LLC d/b/a Wards Natural Science</u>	<u>18.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Carolina Biological Supply Company</u>	<u>5.0%</u>
<u>Pocket Nurse (Pocket Nurse Enterprises, Inc.)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Acorn Naturalists (The Acorn Group Inc.)</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Bio Corporation (Bio Company)</u>	<u>0.0%</u>

Line 21 Cosmetology Equipment & Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Seda Ventures</u>	<u>72.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>The Burmax Co., Inc.</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Marianna Industries</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>

Line 22 Sewing Equipment, Fabrics & Notions - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Blick Art Materials (Blick Art Materials LLC)</u>	<u>20.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>

Line 23 Health Science Equipment & Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Fisher Science Education Business Unit (Fisher Scientific Co., LLC)</u>	<u>33.0%</u>
<u>Medco Supply Company (Performance Health Supply)</u>	<u>25.0%</u>
<u>Unipak Corp.</u>	<u>21.0%</u>
<u>SUMMIT INTERNATIONAL INC.</u>	<u>20.0%</u>
<u>VWR Education, LLC d/b/a Wards Natural Science</u>	<u>18.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Oaktree Products (Oaktree Products, Inc.)</u>	<u>10.0%</u>
<u>Flinn Scientific Inc</u>	<u>10.0%</u>
<u>Capital Microscope Services, Inc</u>	<u>10.0%</u>
<u>Carolina Biological Supply Company</u>	<u>5.0%</u>
<u>Pocket Nurse (Pocket Nurse Enterprises, Inc.)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>miniPCR bio (Amplify LLC)</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Edvotek</u>	<u>0.0%</u>
<u>Bio Corporation (Bio Company)</u>	<u>0.0%</u>

Line 24 CTE Curriculum Publications and Subscriptions - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>CareerSafe Online (K2Share)</u>	<u>46.0%</u>
<u>Labyrinth Learning</u>	<u>43.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>VWR Education, LLC d/b/a Wards Natural Science</u>	<u>18.0%</u>
<u>SUMMIT INTERNATIONAL INC.</u>	<u>15.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>Superior Text, LLC</u>	<u>10.0%</u>
<u>B.E. Publishing</u>	<u>10.0%</u>
<u>MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)</u>	<u>5.0%</u>
<u>Carolina Biological Supply Company</u>	<u>5.0%</u>
<u>Textbook Warehouse (Textbook Warehouse, LLC)</u>	<u>5.0%</u>
<u>Pioneer School of Real Estate (Pioneer School of Real Estate, LLC)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>The Certified Welding & Testing Company Inc.</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>
<u>Bio Corporation (Bio Company)</u>	<u>0.0%</u>

Line 24 CTE Curriculum Publications and Subscriptions - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Acorn Naturalists (The Acorn Group Inc.)</u>	<u>0.0%</u>
<u>Brooks Duplicator Company</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>
<u>eDynamic Learning (eDynamic Holdings LP)</u>	<u>0.0%</u>
<u>Rolling Hills Publishing (Michael Edmond Gray)</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>National Healthcareer Association (Austin)</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Certiport, a business of NCS Pearson, Inc. (NCS Pearson, Inc.)</u>	<u>0.0%</u>

Line 25 3D Printer Equipment and Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Blick Art Materials (Blick Art Materials LLC)</u>	<u>20.0%</u>
<u>VWR Education, LLC d/b/a Wards Natural Science</u>	<u>18.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>School Specialty, LLC</u>	<u>14.0%</u>
<u>MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Pitsco Education</u>	<u>4.0%</u>
<u>[ALT1] Brooks Duplicator Company</u>	<u>0.0%</u>
<u>STEMfinity, LLC</u>	<u>0.0%</u>
<u>Brooks Duplicator Company</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>
<u>Nasco (Nasco Education LLC)</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>

Line 26 Audio Video Production Equipment & Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>School Specialty, LLC</u>	<u>14.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Brooks Duplicator Company</u>	<u>0.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>
<u>Nextec Inc.</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>
<u>Armadillo Photo Supply, Inc.</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>

Line 27 Career & Technical Education Certifications, Curriculum & Prep Materials & Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>CareerSafe Online (K2Share)</u>	<u>46.0%</u>
<u>Labyrinth Learning</u>	<u>43.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>RDA Prep LLC</u>	<u>33.0%</u>
<u>Nextec Inc.</u>	<u>30.0%</u>
<u>SUMMIT INTERNATIONAL INC.</u>	<u>15.0%</u>
<u>Kells Sewing Machine and Vac Repair</u>	<u>15.0%</u>
<u>B.E. Publishing</u>	<u>10.0%</u>
<u>Textbook Warehouse (Textbook Warehouse, LLC)</u>	<u>10.0%</u>
<u>Carolina Biological Supply Company</u>	<u>5.0%</u>
<u>Pioneer School of Real Estate (Pioneer School of Real Estate, LLC)</u>	<u>5.0%</u>
<u>ArcPoint Labs of Cypress</u>	<u>5.0%</u>
<u>Pitsco Education</u>	<u>4.0%</u>
<u>The Certified Welding & Testing Company Inc.</u>	<u>0.0%</u>
<u>National Healthcareer Association (Austin)</u>	<u>0.0%</u>
<u>SDC Publications</u>	<u>0.0%</u>
<u>Rolling Hills Publishing (Michael Edmond Gray)</u>	<u>0.0%</u>
<u>Toolkit Technologies, Inc.</u>	<u>0.0%</u>
<u>Realityworks, Inc</u>	<u>0.0%</u>

Line 27 Career & Technical Education Certifications, Curriculum & Prep Materials & Supplies - Minimum % of Discount

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Typing.com LLC dba EduTyping (Typing.com LLC)</u>	<u>0.0%</u>
<u>Brooks Duplicator Company</u>	<u>0.0%</u>
<u>Cengage Learning, Inc.</u>	<u>0.0%</u>
<u>Mobile Industrial Safety Supplies</u>	<u>0.0%</u>
<u>Lab Resources, Inc.</u>	<u>0.0%</u>
<u>Teaching Systems, Inc</u>	<u>0.0%</u>
<u>Certiport, a business of NCS Pearson, Inc. (NCS Pearson, Inc.)</u>	<u>0.0%</u>

25-01-4300RFP CTE Vocational Lab Supplies, Equipment and Housewares

TEAM SCORE SUMMARY

Company/Vendor Name	Evaluator 1	Evaluator 2	Evaluator 3	Average Score	Ranking
A & C Plastics Inc.	98.80	98.80	88.80	95.47	10.00
Ace Mart Restaurant Supply co	98.50	98.50	88.80	95.27	15.00
Acorn Naturalists (The Acorn Group Inc.)	83.90	90.90	73.90	82.90	66.00
Advance Auto Parts (Advance Stores Company, Inc)	100.00	100.00	89.00	96.33	3.00
AllTex Welding Supply, Inc	99.10	99.10	89.10	95.77	6.00
American Industrial Supply (Apel Enterprises, LLC)	97.90	97.90	87.90	94.57	22.00
American Welding & Gas dba Coastal Welding Supply	84.80	91.80	87.80	88.13	56.00
ArcPoint Labs of Cypress	95.50	91.50	74.50	87.17	59.00
Armadillo Photo Supply, Inc.	84.50	91.50	87.50	87.83	57.00
B.E. Publishing	98.80	98.80	88.80	95.47	10.00
Bio Corporation (Bio Company)	97.90	97.90	87.90	94.57	22.00
Blick Art Materials (Blick Art Materials LLC)	99.10	99.10	89.10	95.77	6.00
Brooks Duplicator Company	97.90	97.90	87.90	94.57	22.00
Capital Microscope Services, Inc	84.80	98.80	88.80	90.80	40.00
CareerSafe Online (K2Share)	99.70	99.70	89.70	96.37	1.00
Carolina Biological Supply Company	98.50	98.50	88.50	95.17	16.00
Cengage Learning, Inc.	97.90	97.90	87.90	94.57	22.00
Certiport, a business of NCS Pearson, Inc. (NCS Pearson, Inc.)	97.90	97.90	90.90	95.57	9.00
CIRCLE SAW BUILDERS SUPPLY	97.90	97.90	78.90	91.57	33.00
Delegard Tool of Texas, Inc.	97.90	97.90	74.90	90.23	41.00
Edvotek	83.90	90.90	73.90	82.90	66.00
eDynamic Learning (eDynamic Holdings LP)	97.90	97.90	87.90	94.57	22.00
Fisher Science Education Business Unit (Fisher Scientific Co., LLC)	99.40	99.40	89.40	96.07	4.00
Flinn Scientific Inc	98.80	98.80	88.80	95.47	10.00
INDUSTRIAL ABRASIVES CO INC	97.90	97.90	73.90	89.90	42.00
Kells Sewing Machine and Vac Repair	89.80	91.80	87.90	89.83	48.00
Lab Resources, Inc.	97.90	97.90	87.90	94.57	22.00

25-01-4300RFP CTE Vocational Lab Supplies, Equipment and Housewares

TEAM SCORE SUMMARY

Company/Vendor Name	Evaluator 1	Evaluator 2	Evaluator 3	Average Score	Ranking
Labyrinth Learning	85.70	99.70	89.70	91.70	32.00
Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)	98.50	98.50	77.50	91.50	34.00
Marianna Industries	97.90	97.90	76.90	90.90	36.00
Mason's Mill and Lumber Co., Inc.	98.80	98.80	77.80	91.80	31.00
MAVICH	83.90	90.90	76.90	83.90	63.00
Medco Supply Company (Performance Health Supply)	99.10	92.10	75.10	88.77	54.00
MIDWEST TECHNOLOGY PRODUCTS (MIDWEST SHOP SUPPLIES INC)	98.50	98.50	77.50	91.50	34.00
miniPCR bio (Amplifyus LLC)	83.90	90.90	73.90	82.90	66.00
Mobile Industrial Safety Supplies	97.90	97.90	73.90	89.90	42.00
MTF Equipment Sales	97.90	97.90	73.90	89.90	42.00
Nasco (Nasco Education LLC)	97.90	97.90	87.90	94.57	22.00
National Healthcareer Association (Austin)	97.90	97.90	87.90	94.57	22.00
Nextec Inc.	99.40	92.40	75.40	89.07	52.00
Oaktree Products (Oaktree Products, Inc.)	84.80	91.80	74.80	83.80	64.00
O'Reilly Auto Parts (O'Reilly Automotive Stores, INC)	99.70	99.70	89.70	96.37	1.00
Paxton/Patterson LLC	98.50	98.50	88.50	95.17	16.00
PENN STATE INDUSTRIES	97.90	97.90	73.90	89.90	42.00
Pioneer School of Real Estate (Pioneer School of Real Estate, LLC)	98.50	98.50	88.50	95.17	16.00
Pitsco Education	98.20	98.20	88.20	94.87	21.00
Pocket Nurse (Pocket Nurse Enterprises, Inc.)	98.50	98.50	88.50	95.17	16.00
RDA Prep LLC	99.40	99.40	89.40	96.07	4.00
Realityworks, Inc	97.90	97.90	72.90	89.57	49.00
Rolling Hills Publishing (Michael Edmond Gray)	97.90	97.90	73.90	89.90	42.00
School Specialty, LLC	98.40	99.40	89.40	95.73	8.00
SDC Publications	97.90	97.90	76.90	90.90	36.00
Seda Ventures	94.00	93.00	79.00	88.67	55.00

25-01-4300RFP CTE Vocational Lab Supplies, Equipment and Housewares**TEAM SCORE SUMMARY**

Company/Vendor Name	Evaluator 1	Evaluator 2	Evaluator 3	Average Score	Ranking
Snap-on Industrial, a Division of IDSC Holdings LLC	96.90	97.90	73.90	89.57	49.00
Southern Floral Company	97.90	97.90	87.90	94.57	22.00
Steel Supply, LP	98.80	98.80	88.80	95.47	10.00
STEMfinity, LLC	83.90	90.90	87.90	87.57	58.00
SUMMIT INTERNATIONAL INC.	85.10	92.10	75.10	84.10	62.00
Superior Text, LLC	84.80	91.80	74.80	83.80	64.00
Teaching Systems, Inc	97.90	97.80	76.90	90.87	39.00
Texas Pride Marketing	92.50	91.50	77.50	87.17	59.00
Textbook Warehouse (Textbook Warehouse, LLC)	97.80	91.80	77.80	89.13	51.00
The Burmax Co., Inc.	98.50	98.50	88.50	95.17	16.00
The Certified Welding & Testing Company Inc.	97.90	97.90	76.90	90.90	36.00
Toolkit Technologies, Inc.	97.90	90.90	77.90	88.90	53.00
Typing.com LLC dba EduTyping (Typing.com LLC)	83.90	97.90	87.90	89.90	42.00
Unipak Corp.	85.10	92.10	78.10	85.10	61.00
VWR Education, LLC d/b/a Wards Natural Science	98.80	98.80	88.80	95.47	10.00

Award Supplier(s) scoring 70.00 and above.

Memo:

To: Darin Crawford, *Assistant Superintendent for Support Services*

From: James Briscoe, *Director of Procurement Services*

Subject: Awarding of Contract 25-01-4300-RFP for CTE Vocational Lab Supplies, Equipment, and Housewares

Date: 10/23/2024

After a thorough evaluation of proposals, we recommend awarding Contract 25-01-4300-RFP for CTE Vocational Lab Supplies, Equipment, and Housewares to a selection of vendors that demonstrated the best value for Cypress-Fairbanks ISD. The contract term will begin on January 1, 2025, or upon board approval, and conclude on December 31, 2025. It includes an option for automatic renewal for up to two additional one-year terms, extending through December 31, 2027, with provisions for a month-to-month extension of up to six months based on mutual agreement.

This contract is expected to incur an estimated expenditure of \$2,500,000, reflecting an increase from the previous contract's \$2,200,000 due to additional supply needs for two new middle schools. This increase addresses the district's strategic growth and ensures our ability to support an expanding curriculum across multiple campuses. Selected vendors, including School Specialty, LLC, Kells Sewing Machine, and other approved vendors listed in the bid tabulation, were chosen based on criteria of competitive pricing, quality standards, and reliable logistical support.

Compared to the prior contract (22-01-4300-RFP), certain vendors have provided revised discount structures, enhancing cost efficiency across multiple product categories, such as lab equipment, hand tools, and crafting supplies. This expanded contract scope incorporates a more comprehensive selection of vocational and lab equipment to support the district's updated curriculum requirements in emerging fields, including robotics and health sciences. School Specialty, LLC, and other re-awarded vendors have proven logistical strengths and performance histories that will allow for prompt fulfillment, which is especially vital with the opening of new campuses.

In awarding this contract, CFISD is prioritizing resources that align with its commitment to quality education and operational excellence amid the district's growth. This new contract ensures our Career and Technical Education (CTE) programs remain well-supported with high-quality resources, equipping our new and existing schools to deliver an expanded range of instructional offerings. For any further details, please reach out to the Procurement Services Department.

Sincerely,

James Briscoe
Director of Procurement Services Cypress-Fairbanks ISD



To: **Darin Crawford**
 Assistant Superintendent for Support Services

From: **James Briscoe**
 Director of Procurement Services

Date: **October 31, 2024**

Re: **Fine Arts Supplies and Equipment (Music, Dance, Theatre, and Visual Arts)**
 Annual Contract #25-01-4500RFP

The following proposals were received and opened at 10:00 a.m., Monday, October 7, 2024, as advertised and specified in documents concerning **Annual Contract #25-01-4500RFP Fine Arts Supplies and Equipment (Music, Dance, Theatre, and Visual Arts)**. The proposals received and the final evaluation summary are located on pages 2-9.

Award contract to each of the suppliers listed at the discount noted.

Estimated Expenditure: **\$2,026,775.00**

Contract Term: **January 1 , 2025 - December 31, 2025**

Renewal: **2 years**

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Line 1	Distributors with a variety of products from a variety of manufacturers, or SUPPLIERS with a variety of products from their represented Distributor.	
Line 2	List minimum percentage discount off catalog/price list for Musical Equipment.	
	<u>SUPPLIER</u>	<u>PERCENT OFF</u>
	<u>Steve Weiss Music, Inc.</u>	<u>60.0%</u>
	<u>D Z Strad Violin Shop (Leedz New York Inc.)</u>	<u>20.0%</u>
	<u>KD Music & Arts LLC</u>	<u>20.0%</u>
	<u>School Specialty, LLC</u>	<u>14.0%</u>
	<u>Terra Nova Violins LLC</u>	<u>10.0%</u>
	<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>10.0%</u>
	<u>Romeo Music</u>	<u>10.0%</u>
	<u>Hermes Trading Co., Inc. dba Hermes Music</u>	<u>10.0%</u>
	<u>99 Violin Shop (VIO STRINGS INC)</u>	<u>10.0%</u>
	<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>10.0%</u>
	<u>Music in Motion, Inc.</u>	<u>6.0%</u>
	<u>Adorama Inc.</u>	<u>5.0%</u>
	<u>Wenger Corporation</u>	<u>5.0%</u>
	<u>Peripole-Bergerault, Inc.</u>	<u>5.0%</u>
	<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>5.0%</u>
	<u>Steinway Piano Gallery Houston (The Clavier Group, Inc.)</u>	<u>5.0%</u>
	<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>
	<u>Sweetwater</u>	<u>3.0%</u>
	<u>Midwest Musical Imports (MSA Music, Inc.)</u>	<u>2.0%</u>
	<u>Mariachi Supplies Express</u>	<u>2.0%</u>
	<u>The Mariachi Connection</u>	<u>0.0%</u>
	<u>Washington Music Center (WASHINGTON MUSIC SALES CENTER, INC.)</u>	<u>0.0%</u>
	<u>A.M. Designs LLC</u>	<u>0.0%</u>
	<u>The Tuba Exchange, Inc.</u>	<u>0.0%</u>
	<u>Taylor Music, Inc.</u>	<u>0.0%</u>
	<u>West Music Company</u>	<u>0.0%</u>
	<u>Music & Arts Center (Guitar Center)</u>	<u>0.0%</u>
	<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
	<u>J.W. Pepper & Son, Inc.</u>	<u>0.0%</u>
	<u>Sweet Pipes (BRBM Publishing LLC dba Sweet Pipes)</u>	<u>0.0%</u>
	<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
	<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>
	<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
	<u>McCormick's Group, LLC</u>	<u>0.0%</u>
	<u>H&H Music (Universal Melody Services LLC)</u>	<u>0.0%</u>
	<u>Lisle Violin Shop</u>	<u>0.0%</u>
	<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>0.0%</u>
	<u>JEM Woodworking (James Maloy)</u>	<u>0.0%</u>
	<u>EDUCATORS DEPOT INC</u>	<u>0.0%</u>
	<u>Practicing Musician</u>	<u>0.0%</u>
Line 3	List minimum percentage discount off catalog/price list for Musical Supplies.	
	<u>SUPPLIER</u>	<u>PERCENT OFF</u>
	<u>Steve Weiss Music, Inc.</u>	<u>60.0%</u>
	<u>School Specialty, LLC</u>	<u>35.0%</u>
	<u>D Z Strad Violin Shop (Leedz New York Inc.)</u>	<u>20.0%</u>
	<u>KD Music & Arts LLC</u>	<u>20.0%</u>
	<u>99 Violin Shop (VIO STRINGS INC)</u>	<u>10.0%</u>
	<u>Hermes Trading Co., Inc. dba Hermes Music</u>	<u>10.0%</u>
	<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>10.0%</u>
	<u>Romeo Music</u>	<u>10.0%</u>
	<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>10.0%</u>
	<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>10.0%</u>
	<u>Terra Nova Violins LLC</u>	<u>10.0%</u>
	<u>Music in Motion, Inc.</u>	<u>6.0%</u>
	<u>Peripole-Bergerault, Inc.</u>	<u>5.0%</u>
	<u>Wenger Corporation</u>	<u>5.0%</u>
	<u>Adorama Inc.</u>	<u>5.0%</u>
	<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>
	<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>5.0%</u>
	<u>Sweetwater</u>	<u>3.0%</u>
	<u>Mariachi Supplies Express</u>	<u>2.0%</u>
	<u>Midwest Musical Imports (MSA Music, Inc.)</u>	<u>2.0%</u>

Line 3 List minimum percentage discount off catalog/price list for Musical Supplies (Continued).

<u>Sweet Pipes (BRBM Publishing LLC dba Sweet Pipes)</u>	<u>0.0%</u>
<u>The Mariachi Connection</u>	<u>0.0%</u>
<u>Steinway Piano Gallery Houston (The Clavier Group, Inc.)</u>	<u>0.0%</u>
<u>JEM Woodworking (James Maloy)</u>	<u>0.0%</u>
<u>Washington Music Center (WASHINGTON MUSIC SALES CENTER, INC.)</u>	<u>0.0%</u>
<u>Taylor Music, Inc.</u>	<u>0.0%</u>
<u>West Music Company</u>	<u>0.0%</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>0.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>J.W. Pepper & Son, Inc.</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
<u>McCormick's Group, LLC</u>	<u>0.0%</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>0.0%</u>
<u>Lisle Violin Shop</u>	<u>0.0%</u>
<u>Readymade Music, LLC</u>	<u>0.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>

Line 4 List minimum percentage discount off catalog/price list for Sheet Music.

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Steve Weiss Music, Inc.</u>	<u>50.0%</u>
<u>GraceNotes, LLC.</u>	<u>20.0%</u>
<u>KD Music & Arts LLC</u>	<u>10.0%</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>10.0%</u>
<u>Terra Nova Violins LLC</u>	<u>10.0%</u>
<u>99 Violin Shop (VIO STRINGS INC)</u>	<u>10.0%</u>
<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>10.0%</u>
<u>Sweet Pipes (BRBM Publishing LLC dba Sweet Pipes)</u>	<u>10.0%</u>
<u>AMC Music, LLC</u>	<u>10.0%</u>
<u>Luck's Music Library</u>	<u>10.0%</u>
<u>Music in Motion, Inc.</u>	<u>6.0%</u>
<u>Adorama Inc.</u>	<u>5.0%</u>
<u>La Hacienda Musica</u>	<u>5.0%</u>
<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>5.0%</u>
<u>Sweetwater</u>	<u>3.0%</u>
<u>Midwest Musical Imports (MSA Music, Inc.)</u>	<u>2.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>
<u>MRNS Music</u>	<u>0.0%</u>
<u>Washington Music Center (WASHINGTON MUSIC SALES CENTER, INC.)</u>	<u>0.0%</u>
<u>Pender's Music Company (Betroid Enterprises, Inc.)</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>0.0%</u>
<u>Lisle Violin Shop</u>	<u>0.0%</u>
<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>
<u>J.W. Pepper & Son, Inc.</u>	<u>0.0%</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>0.0%</u>
<u>West Music Company</u>	<u>0.0%</u>

Line 5 List minimum percentage discount off catalog/price list for All other Musical Products.

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Steve Weiss Music, Inc.</u>	<u>60.0%</u>
<u>KD Music & Arts LLC</u>	<u>20.0%</u>
<u>School Specialty, LLC</u>	<u>14.0%</u>
<u>Romeo Music</u>	<u>10.0%</u>
<u>Luck's Music Library</u>	<u>10.0%</u>
<u>99 Violin Shop (VIO STRINGS INC)</u>	<u>10.0%</u>
<u>Hermes Trading Co., Inc. dba Hermes Music</u>	<u>10.0%</u>
<u>Terra Nova Violins LLC</u>	<u>10.0%</u>
<u>Practicing Musician</u>	<u>10.0%</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>10.0%</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>10.0%</u>
<u>Music in Motion, Inc.</u>	<u>6.0%</u>
<u>Adorama Inc.</u>	<u>5.0%</u>
<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>

Line 5 List minimum percentage discount off catalog/price list for All other Musical Products (Continued).

<u>Wenger Corporation</u>	<u>5.0%</u>
<u>Peripole-Bergerault, Inc.</u>	<u>5.0%</u>
<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>5.0%</u>
<u>La Hacienda Musica</u>	<u>5.0%</u>
<u>Sweetwater</u>	<u>3.0%</u>
<u>Mariachi Supplies Express</u>	<u>2.0%</u>
<u>Midwest Musical Imports (MSA Music, Inc.)</u>	<u>2.0%</u>
<u>JEM Woodworking (James Maloy)</u>	<u>0.0%</u>
<u>The Mariachi Connection</u>	<u>0.0%</u>
<u>Norcostco</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>Washington Music Center (WASHINGTON MUSIC SALES CENTER, INC.)</u>	<u>0.0%</u>
<u>Taylor Music, Inc.</u>	<u>0.0%</u>
<u>West Music Company</u>	<u>0.0%</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>0.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>J.W. Pepper & Son, Inc.</u>	<u>0.0%</u>
<u>Pender's Music Company (Betroid Enterprises, Inc.)</u>	<u>0.0%</u>
<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>0.0%</u>
<u>Lisle Violin Shop</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
<u>McCormick's Group, LLC</u>	<u>0.0%</u>
<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>0.0%</u>
<u>Sweet Pipes (BRBM Publishing LLC dba Sweet Pipes)</u>	<u>0.0%</u>
<u>Steinway Piano Gallery Houston (The Clavier Group, Inc.)</u>	<u>0.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>

Line 6 List minimum percentage discount off catalog/price list for Visual Arts Equipment.

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>14.0%</u>
<u>Techland (Bright Star Productions, Inc. / DBA Techland)</u>	<u>10.0%</u>
<u>Romeo Music</u>	<u>10.0%</u>
<u>Ceramic Store of Houston</u>	<u>10.0%</u>
<u>Adorama Inc.</u>	<u>5.0%</u>
<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>
<u>Norcostco</u>	<u>0.0%</u>
<u>McCormick's Group, LLC</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>EDUCATORS DEPOT INC</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>0.0%</u>
<u>JEM Woodworking (James Maloy)</u>	<u>0.0%</u>
<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>

Line 7 List minimum percentage discount off catalog/price list for Visual Arts Supplies.

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Steve Weiss Music, Inc.</u>	<u>60.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Techland (Bright Star Productions, Inc. / DBA Techland)</u>	<u>10.0%</u>
<u>Romeo Music</u>	<u>10.0%</u>
<u>Ceramic Store of Houston</u>	<u>10.0%</u>
<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>
<u>Adorama Inc.</u>	<u>5.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>
<u>Norcostco</u>	<u>0.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>0.0%</u>
<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>
<u>McCormick's Group, LLC</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>

Line 8 List minimum percentage discount off catalog/price list for All other Visual Arts Products.

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Techland (Bright Star Productions, Inc. / DBA Techland)</u>	<u>10.0%</u>
<u>Romeo Music</u>	<u>10.0%</u>
<u>Ceramic Store of Houston</u>	<u>10.0%</u>
<u>Adorama Inc.</u>	<u>5.0%</u>
<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>
<u>Norcostco</u>	<u>0.0%</u>
<u>McCormick's Group, LLC</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>0.0%</u>
<u>JEM Woodworking (James Maloy)</u>	<u>0.0%</u>
<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>

Line 9 List minimum percentage discount off catalog/price list for Theatre Supplies.

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Covenant Communications</u>	<u>50.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Hermes Trading Co., Inc. dba Hermes Music</u>	<u>10.0%</u>
<u>Techland (Bright Star Productions, Inc. / DBA Techland)</u>	<u>10.0%</u>
<u>Romeo Music</u>	<u>10.0%</u>
<u>Music in Motion, Inc.</u>	<u>6.0%</u>
<u>Wenger Corporation</u>	<u>5.0%</u>
<u>Adorama Inc.</u>	<u>5.0%</u>
<u>Sweetwater</u>	<u>3.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
<u>YouthPLAYS</u>	<u>0.0%</u>
<u>A V Pro, Inc.</u>	<u>0.0%</u>
<u>Theatrefolk Ltd</u>	<u>0.0%</u>
<u>National Stage Equipment Company</u>	<u>0.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>
<u>Norcostco</u>	<u>0.0%</u>
<u>McCormick's Group, LLC</u>	<u>0.0%</u>
<u>Texas Scenic Company, Inc.</u>	<u>0.0%</u>

Line 10 List minimum percentage discount off catalog/price list for All other Theatre Products.

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Covenant Communications</u>	<u>50.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Techland (Bright Star Productions, Inc. / DBA Techland)</u>	<u>10.0%</u>
<u>Hermes Trading Co., Inc. dba Hermes Music</u>	<u>10.0%</u>
<u>Romeo Music</u>	<u>10.0%</u>
<u>Music in Motion, Inc.</u>	<u>6.0%</u>
<u>Wenger Corporation</u>	<u>5.0%</u>
<u>Adorama Inc.</u>	<u>5.0%</u>
<u>Sweetwater</u>	<u>3.0%</u>
<u>National Stage Equipment Company</u>	<u>0.0%</u>
<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
<u>McCormick's Group, LLC</u>	<u>0.0%</u>
<u>A V Pro, Inc.</u>	<u>0.0%</u>
<u>Theatrefolk Ltd</u>	<u>0.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>JEM Woodworking (James Maloy)</u>	<u>0.0%</u>
<u>Texas Scenic Company, Inc.</u>	<u>0.0%</u>
<u>YouthPLAYS</u>	<u>0.0%</u>
<u>Norcostco</u>	<u>0.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>
<u>EDUCATORS DEPOT INC</u>	<u>0.0%</u>

Line 10 List minimum percentage discount off catalog/price list for All other Theatre Products (Continued).

<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>

Line 11 List minimum percentage discount off catalog/price list for Costumes and Uniforms.

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Techland (Bright Star Productions, Inc. / DBA Techland)</u>	<u>10.0%</u>
<u>Music in Motion, Inc.</u>	<u>6.0%</u>
<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>
<u>Mariachi Supplies Express</u>	<u>3.0%</u>
<u>The Mariachi Connection</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>0.0%</u>
<u>J.W. Pepper & Son, Inc.</u>	<u>0.0%</u>
<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>
<u>Norcostco</u>	<u>0.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>McCormick's Group, LLC</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
<u>FJM Inc.</u>	<u>0.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>

Line 12 List minimum percentage discount off catalog/price list for All other miscellaneous catalog items not previously

<u>SUPPLIER</u>	<u>PERCENT OFF</u>
<u>Steve Weiss Music, Inc.</u>	<u>60.0%</u>
<u>Covenant Communications</u>	<u>50.0%</u>
<u>School Specialty, LLC</u>	<u>35.0%</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>10.0%</u>
<u>Practicing Musician</u>	<u>10.0%</u>
<u>Techland (Bright Star Productions, Inc. / DBA Techland)</u>	<u>10.0%</u>
<u>99 Violin Shop (VIO STRINGS INC)</u>	<u>10.0%</u>
<u>Hermes Trading Co., Inc. dba Hermes Music</u>	<u>10.0%</u>
<u>Romeo Music</u>	<u>10.0%</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>10.0%</u>
<u>Music in Motion, Inc.</u>	<u>6.0%</u>
<u>Peripole-Bergerault, Inc.</u>	<u>5.0%</u>
<u>Wenger Corporation</u>	<u>5.0%</u>
<u>Adorama Inc.</u>	<u>5.0%</u>
<u>Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)</u>	<u>5.0%</u>
<u>Mariachi Supplies Express</u>	<u>3.0%</u>
<u>Sweetwater</u>	<u>3.0%</u>
<u>Midwest Musical Imports (MSA Music, Inc.)</u>	<u>2.0%</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>0.0%</u>
<u>NS Leotards LLC (Leapin Leotards Ltds)</u>	<u>0.0%</u>
<u>J.W. Pepper & Son, Inc.</u>	<u>0.0%</u>
<u>EDUCATORS DEPOT INC</u>	<u>0.0%</u>
<u>Bocal Majority Bassoon Camp, LLC</u>	<u>0.0%</u>
<u>McCormick's Group, LLC</u>	<u>0.0%</u>
<u>MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)</u>	<u>0.0%</u>
<u>Southeastern Performance Apparel (Southeastern Career Apparel)</u>	<u>0.0%</u>
<u>FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)</u>	<u>0.0%</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>0.0%</u>
<u>Steinway Piano Gallery Houston (The Clavier Group, Inc.)</u>	<u>0.0%</u>
<u>Sweet Pipes (BRBM Publishing LLC dba Sweet Pipes)</u>	<u>0.0%</u>
<u>A.M. Designs LLC</u>	<u>0.0%</u>
<u>YouthPLAYS</u>	<u>0.0%</u>
<u>The Mariachi Connection</u>	<u>0.0%</u>
<u>Norcostco</u>	<u>0.0%</u>
<u>JEM Woodworking (James Maloy)</u>	<u>0.0%</u>
<u>A V Pro, Inc.</u>	<u>0.0%</u>
<u>Washington Music Center (WASHINGTON MUSIC SALES CENTER, INC.)</u>	<u>0.0%</u>
<u>West Music Company</u>	<u>0.0%</u>
<u>Lisle Violin Shop</u>	<u>0.0%</u>
<u>Taylor Music, Inc.</u>	<u>0.0%</u>

25-01-4500RFP Fine Arts Supplies and Equipment(Music, Dance, Theatre, and Visual Arts)

TEAM SCORE SUMMARY

Company/Vendor Name	Evaluator 1	Evaluator 2	Evaluator 3	Average Score	Ranking
99 Violin Shop (VIO STRINGS INC)	98.50	93.50	83.50	91.83	36.00
A V Pro, Inc.	95.50	90.50	80.50	88.83	47.00
A.M. Designs LLC	95.50	90.50	80.50	88.83	47.00
Adorama Inc.	97.05	92.05	82.05	90.38	40.00
AMC Music, LLC	98.50	93.50	98.50	96.83	4.00
Bocal Majority Bassoon Camp, LLC	95.50	90.50	95.50	93.83	19.00
Carolyn Nussbaum Music Company (Carolyn Nussbaum)	97.00	92.00	97.00	95.33	11.00
Ceramic Store of Houston	98.50	93.50	98.50	96.83	4.00
Covenant Communications	99.75	94.75	84.75	93.08	33.00
D Z Strad Violin Shop (Leedz New York Inc.)	99.50	94.50	84.50	92.83	34.00
EDUCATORS DEPOT INC	95.50	90.50	95.50	93.83	19.00
FJM Inc.	95.50	90.50	95.50	93.83	19.00
Fleming Instrument Repair (ERFleming Enterprises Inc)	98.50	93.50	98.50	96.83	4.00
Fort Bend Music Center (Cochran & Floyd Ent. Inc.)	98.50	93.50	98.50	96.83	4.00
FREESTYLE PHOTOGRAPHIC SUPPLIES (FREESTYLE SALES COMPANY)	95.50	90.50	80.00	88.67	55.00
GraceNotes, LLC	99.50	94.50	99.50	97.83	2.00

25-01-4500RFP Fine Arts Supplies and Equipment(Music, Dance, Theatre, and Visual Arts)

H&H Music (Universal Melody Services LLC)	95.50	90.50	80.50	88.83	47.00
Hermes Trading Co., Inc. dba Hermes Music	98.50	93.50	83.50	91.83	36.00
J.W. Pepper & Son, Inc.	95.50	90.50	95.50	93.83	19.00
JEM Woodworking (James Maloy)	95.50	90.50	95.50	93.83	19.00
KD Music & Arts LLC	99.25	94.25	84.25	92.58	35.00
La Hacienda Musica	97.00	92.00	82.00	90.33	41.00
Lakeshore Parent, LLC (Lakeshore Learning Materials, LLC)	97.00	92.00	82.00	90.33	41.00
Lisle Violin Shop	95.50	90.50	95.50	93.83	19.00
Luck's Music Library	98.50	93.50	83.50	91.83	36.00
Mariachi Supplies Express	96.20	91.20	96.20	94.53	14.00
McCormick's Group, LLC	95.50	90.50	80.30	88.77	53.00
Midwest Musical Imports (MSA Music, Inc.)	96.00	91.00	96.00	94.33	17.00
MRNS Music	95.50	90.50	97.30	94.43	15.00
Music & Arts Center (Guitar Center)	95.50	90.50	95.50	93.83	19.00
Music in Motion, Inc.	97.50	92.50	98.50	96.17	10.00
MUSIC IS ELEMENTARY (MOTTERS MUSIC INC)	96.05	91.05	81.05	89.38	46.00
National Stage Equipment Company	95.50	49.00	80.50	75.00	57.00
Norcostco	95.50	90.50	80.30	88.77	53.00
NS Leotards LLC (Leapin Leotards Ltds)	95.50	90.50	97.30	94.43	15.00
Pender's Music Company (Betrolld Enterprises, Inc.)	95.50	90.50	95.50	93.83	19.00
Peripole-Bergerault, Inc.	97.00	92.00	82.00	90.33	41.00
Practicing Musician	97.50	92.50	82.50	90.83	39.00
Readymade Music, LLC	95.50	90.50	95.50	93.83	19.00
Romeo Music	98.50	93.50	98.50	96.83	4.00
School Specialty, LLC	99.35	94.35	99.35	97.68	3.00
Southeastern Performance Apparel (Southeastern Career Apparel)	95.50	90.50	95.50	93.83	19.00
Steinway Piano Gallery Houston (The Clavier Group, Inc.)	95.90	90.90	95.90	94.23	18.00
Steve Weiss Music, Inc.	99.95	94.95	99.95	98.28	1.00
Sweet Pipes (BRBM Publishing LLC dba Sweet Pipes)	96.10	91.10	81.10	89.43	45.00
Sweetwater	96.50	91.50	96.50	94.83	13.00

25-01-4500RFP Fine Arts Supplies and Equipment(Music, Dance, Theatre, and Visual Arts)

Taylor Music, Inc.	95.50	90.50	95.50	93.83	19.00
Techland (Bright Star Productions, Inc. / DBA Techland)	98.50	93.50	98.50	96.83	4.00
Terra Nova Violins LLC	98.50	93.50	74.50	88.83	47.00
Texas Scenic Company, Inc.	95.50	90.50	95.50	93.83	19.00
The Mariachi Connection	95.50	90.50	95.50	93.83	19.00
The Tuba Exchange, Inc.	95.50	90.50	95.50	93.83	19.00
Theatrefolk Ltd	95.50	90.50	80.50	88.83	47.00
Washington Music Center (WASHINGTON MUSIC SALES CENTER, INC.)	95.50	90.50	71.50	85.83	56.00
Wenger Corporation	97.00	92.00	97.00	95.33	11.00
West Music Company	95.50	90.50	80.50	88.83	47.00
YouthPLAYS	95.50	94.00	80.50	90.00	44.00

Memo:

To: Darin Crawford, *Assistant Superintendent for Support Services*

From: James Briscoe, *Director of Procurement Services*

Subject: Awarding of Contract 25-01-4500-RFP for Fine Arts Supplies and Equipment

Date: 11/13/2024

The Procurement Services Department is pleased to recommend awarding Contract 25-01-4500-RFP for Fine Arts Supplies and Equipment to selected vendors who will provide essential materials for CFISD's music, dance, theatre, and visual arts programs. This contract, set to begin on January 1, 2025, and running through December 31, 2025, includes options for up to two additional one-year renewals until December 31, 2027, depending on vendor performance.

Vendors such as Steve Weiss Music, Inc.—offering a generous 60% discount on catalog pricing—along with KD Music & Arts, LLC, and School Specialty, LLC, are providing competitive discounts across various categories. The estimated expenditure for this contract is \$2,026,775.00, which supports CFISD's commitment to maintaining a robust fine arts program equipped with high-quality resources.

Compared to the previous contract, 22-01-4500-RFP, which had an annual expenditure of about \$1,850,000, this new agreement marks a moderate increase in spending. This additional funding primarily covers the growing resource needs spurred by program expansion and the adoption of newer products and updated supplies across all fine arts disciplines. Notably, the increase in expenditure is offset by favorable pricing adjustments from vendors, including Steve Weiss Music, Inc.'s 60% discount, which significantly improves the previous rates.

The expanded scope of this contract ensures ongoing, comprehensive support for fine arts programs across CFISD campuses, introducing new product lines from selected vendors to meet the evolving demands of our music, dance, theatre, and visual arts programs. Re-selected vendors, like School Specialty, LLC, have shown consistent service quality and efficient logistics, crucial for meeting CFISD's delivery and quality standards at multiple campuses.

In summary, the award of Contract 25-01-4500-RFP strategically enhances CFISD's fine arts resources while optimizing costs, ensuring that students across the district have access to top-quality supplies and equipment. For any further inquiries, please reach out to the Procurement Services Department.

Sincerely,

James Briscoe
Director of Procurement Services Cypress-Fairbanks ISD



To: Darin Crawford
Assistant Superintendent for Support Services

From: Suzy Hunter
Nutrition Services Director

Date: October 31, 2024

Re: Food Service Equipment for Nutrition Services
Contract #24-12-3952

The following bids were received and opened at 1:00 p.m., Friday, October 18, 2024, as advertised and specified in documents concerning **Contract #24-12-3952 Food Service Equipment for Nutrition Services**. The bids received are located on pages 2-4.

- ^a Does not meet District specifications.
- ^b Overall best value to the District.
- ^c Does not offer best value to the District.

Recommendation: Ace Mart Restaurant Supply Co.
Grady's Foodservice Equipment & Supplies

Estimated Expenditure: \$205,101.73

Contract Term: December 10, 2024 - December 9, 2025

pm

Line 1 Reach-In Heated Holding Cabinet - 46.0 cu. ft.

<u>SUPPLIER</u>	<u>MANUFACTURER/MODEL</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
Ts EQUIP-IT	True/STG2H-2S	2	EA	\$6,653.93	\$13,307.86 ^a
Grady's Foodservice Equipment & Supplies	Continental Refrigerator/DL2W	2	EA	\$7,231.85	\$14,463.70 ^a
<u>Ace Mart Restaurant Supply Co.</u>	<u>Traulsen/G24310</u>	<u>2</u>	<u>EA</u>	<u>\$7,355.56</u>	<u>\$14,711.12</u> ^b
Culinary Depot	Traulsen/G24310	2	EA	\$7,442.93	\$14,885.86
Douglas Equipment	Traulsen/G24310	2	EA	\$7,687.89	\$15,375.78
Jean's Restaurant Supply	Traulsen/G24310	2	EA	\$8,201.65	\$16,403.30
TriMark USA, LLC	Traulsen/G24310	2	EA	\$8,418.71	\$16,837.42
Chef's Deal Restaurant Equipment Company	Continental Refrigerator/DL2W	2	EA	\$8,519.03	\$17,038.06
Mission Restaurant Supply	Traulsen/G24310	2	EA	\$8,616.00	\$17,232.00
Kommerical Kitchens	Traulsen/G24310	2	EA	\$8,805.00	\$17,610.00
Oswalt Restaurant Supply	Traulsen/G24310	2	EA	\$8,865.80	\$17,731.60
Sam Tell and Son Inc	Traulsen/G24310	2	EA	\$8,935.83	\$17,871.66
ConServ Flag Company	Traulsen/G24310	2	EA	\$8,989.00	\$17,978.00
Pasco Brokerage, Inc.	Traulsen/G24310	2	EA	\$9,067.00	\$18,134.00
Associated Food Equipment and Supplies	Traulsen/G24310	2	EA	\$9,279.00	\$18,558.00
A-Tex Restaurant Supply, Inc.	Traulsen/G24310	2	EA	\$9,286.64	\$18,573.28

Line 2 Pass-Thru Heated Holding Cabinet - 46.0 cu. ft.

<u>SUPPLIER</u>	<u>MANUFACTURER/MODEL</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
<u>Ace Mart Restaurant Supply Co.</u>	<u>Traulsen/G24314P</u>	<u>4</u>	<u>EA</u>	<u>\$9,304.25</u>	<u>\$37,217.00</u> ^b
Grady's Foodservice Equipment & Supplies	Continental Refrigerator/DL2W-PT	4	EA	\$9,350.82	\$37,403.28
Culinary Depot	Traulsen/G24314P	4	EA	\$9,630.66	\$38,522.64
Douglas Equipment	Traulsen/G24314P	4	EA	\$9,827.10	\$39,308.40
Jean's Restaurant Supply	Traulsen/G24314P	4	EA	\$10,374.53	\$41,498.12
TriMark USA, LLC	Traulsen/G24314P	4	EA	\$10,649.07	\$42,596.28
Mission Restaurant Supply	Traulsen/G24314P	4	EA	\$10,898.00	\$43,592.00
Chef's Deal Restaurant Equipment Company	Continental Refrigerator/DL2W-PT	4	EA	\$10,951.58	\$43,806.32
Kommerical Kitchens	Traulsen/G24314P	4	EA	\$11,140.00	\$44,560.00
Oswalt Restaurant Supply	Traulsen/G24314P	4	EA	\$11,188.13	\$44,752.52
Pasco Brokerage, Inc.	Traulsen/G24314P	4	EA	\$11,467.00	\$45,868.00
Sam Tell and Son Inc	Traulsen/G24314P	4	EA	\$11,562.39	\$46,249.56
Associated Food Equipment and Supplies	Traulsen/G24314P	4	EA	\$11,578.00	\$46,312.00
Ts EQUIP-IT	True/STG2HPT-2S-2S	4	EA	\$11,630.64	\$46,522.56
A-Tex Restaurant Supply, Inc.	Traulsen/G24314P	4	EA	\$11,746.94	\$46,987.76
ConServ Flag Company	Traulsen/G24314P	4	EA	\$11,935.00	\$47,740.00

Line 3 Pass-Thru Heated Holding Cabinet - 55.8 cu. ft.

<u>SUPPLIER</u>	<u>MANUFACTURER/MODEL</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
Grady's Foodservice Equipment & Supplies	Continental Refrigerator/DL2W-PT-HD	3	EA	\$10,347.12	\$31,041.36 ^a
Chef's Deal Restaurant Equipment Company	Continental Refrigerator/DL2W-PT-HD	3	EA	\$12,095.32	\$36,285.96 ^a
<u>Ace Mart Restaurant Supply Co.</u>	<u>Traulsen/AHF232WP-HHS</u>	<u>3</u>	<u>EA</u>	<u>\$12,649.91</u>	<u>\$37,949.73</u> ^b
Jean's Restaurant Supply	Traulsen/AHF232WP-HHS	3	EA	\$14,175.90	\$42,527.70
TriMark USA, LLC	Traulsen/AHF232WP-HHS	3	EA	\$14,550.86	\$43,652.58
Mission Restaurant Supply	Traulsen/AHF232WP-HHS	3	EA	\$14,880.00	\$44,640.00
Associated Food Equipment and Supplies	Traulsen/AHF232WP-HHS	3	EA	\$15,001.00	\$45,003.00
Kommerical Kitchens	Traulsen/AHF232WP-HHS	3	EA	\$15,225.00	\$45,675.00
Oswalt Restaurant Supply	Traulsen/AHF232WP-HHS	3	EA	\$15,250.92	\$45,752.76
Pasco Brokerage, Inc.	Traulsen/AHF232WP-HHS	3	EA	\$15,655.00	\$46,965.00
A-Tex Restaurant Supply, Inc.	Traulsen/AHF232WP-HHS	3	EA	\$16,080.00	\$48,240.00
Ts EQUIP-IT	True/STA2HPT-4HS-4HS	3	EA	\$16,543.66	\$49,630.98
Sam Tell and Son Inc	Traulsen/AHF232WP-HHS	3	EA	\$20,148.65	\$60,445.95
Culinary Depot	Traulsen/AHF232WP-HHS	3	EA	\$20,583.40	\$61,750.20
Douglas Equipment	Traulsen/AHF232WP-HHS	3	EA	\$21,924.27	\$65,772.81
ConServ Flag Company	Traulsen/AHF232WP-HHS	3	EA	\$26,818.00	\$80,454.00

Line 4 Milk Cooler Double Side 49" length

<u>SUPPLIER</u>	<u>MANUFACTURER/MODEL</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
<u>Grady's Foodservice Equipment & Supplies</u>	<u>Continental Refrigerator/MC4NSSD</u>	<u>4</u>	<u>EA</u>	<u>\$4,578.70</u>	<u>\$18,314.80</u> ^b
Ts EQUIP-IT	True/TMC-49-S-DS-SS-HC	4	EA	\$4,747.74	\$18,990.96
Chef's Deal Restaurant Equipment Company	Continental Refrigerator/MC4NSSD	4	EA	\$5,256.30	\$21,025.20
Ace Mart Restaurant Supply Co.	Traulsen/RMC49D4	4	EA	\$5,747.84	\$22,991.36
Jean's Restaurant Supply	Traulsen/RMC49D4	4	EA	\$6,409.09	\$25,636.36
TriMark USA, LLC	Traulsen/RMC49D4	4	EA	\$6,578.64	\$26,314.56
Mission Restaurant Supply	Traulsen/RMC49D4	4	EA	\$6,732.00	\$26,928.00
Associated Food Equipment and Supplies	Traulsen/RMC49D4	4	EA	\$6,782.00	\$27,128.00
Kommerical Kitchens	Traulsen/RMC49D4	4	EA	\$6,885.00	\$27,540.00
Oswalt Restaurant Supply	Traulsen/RMC49D4	4	EA	\$6,949.93	\$27,799.72
Pasco Brokerage, Inc.	Traulsen/RMC49D4	4	EA	\$7,081.00	\$28,324.00
A-Tex Restaurant Supply, Inc.	Traulsen/RMC49D4	4	EA	\$7,256.86	\$29,027.44

Line 4 Milk Cooler Double Side 49" length (continued)

<u>SUPPLIER</u>	<u>MANUFACTURER/MODEL</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
Douglas Equipment	Traulsen/RMC49D4	4	EA	\$7,580.00	\$30,320.00
Culinary Depot	Traulsen/RMC49D4	4	EA	\$7,580.00	\$30,320.00
Sam Tell and Son Inc	Traulsen/RMC49D4	4	EA	\$7,899.16	\$31,596.64
ConServ Flag Company	Traulsen/RMC49D4	4	EA	\$10,532.00	\$42,128.00

Line 5 Milk Cooler Double Side 34" length

<u>SUPPLIER</u>	<u>MANUFACTURER/MODEL</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
Ts EQUIP-IT	True/TMC-34-S-DS-SS-HC	1	EA	\$4,233.53	\$4,233.53 ^c
<u>Grady's Foodservice Equipment & Supplies</u>	<u>Continental Refrigerator/MC3NSSD</u>	<u>1</u>	<u>EA</u>	<u>\$4,324.46</u>	<u>\$4,324.46</u> ^b
Chef's Deal Restaurant Equipment Company	Continental Refrigerator/MC3NSSD	1	EA	\$4,964.44	\$4,964.44
Ace Mart Restaurant Supply Co.	Traulsen/RMC34D4	1	EA	\$5,141.64	\$5,141.64
Jean's Restaurant Supply	Traulsen/RMC34D4	1	EA	\$5,733.16	\$5,733.16
TriMark USA, LLC	Traulsen/RMC34D4	1	EA	\$5,884.83	\$5,884.83
Mission Restaurant Supply	Traulsen/RMC34D4	1	EA	\$6,022.00	\$6,022.00
Associated Food Equipment and Supplies	Traulsen/RMC34D4	1	EA	\$6,067.00	\$6,067.00
Kommerical Kitchens	Traulsen/RMC34D4	1	EA	\$6,160.00	\$6,160.00
Oswalt Restaurant Supply	Traulsen/RMC34D4	1	EA	\$6,227.50	\$6,227.50
Pasco Brokerage, Inc.	Traulsen/RMC34D4	1	EA	\$6,334.00	\$6,334.00
A-Tex Restaurant Supply, Inc.	Traulsen/RMC34D4	1	EA	\$6,491.51	\$6,491.51
Douglas Equipment	Traulsen/RMC34D4	1	EA	\$6,780.58	\$6,780.58
Culinary Depot	Traulsen/RMC34D4	1	EA	\$6,780.58	\$6,780.58
Sam Tell and Son Inc	Traulsen/RMC34D4	1	EA	\$7,066.08	\$7,066.08
ConServ Flag Company	Traulsen/RMC34D4	1	EA	\$9,422.00	\$9,422.00

Line 6 Reach-In Freezer - 46.0 cu. ft.

<u>SUPPLIER</u>	<u>MANUFACTURER/MODEL</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
Grady's Foodservice Equipment & Supplies	Atosa USA/MBF8004GR	3	EA	\$4,163.43	\$12,490.29 ^a
<u>Ace Mart Restaurant Supply Co.</u>	<u>Traulsen/G22010</u>	<u>3</u>	<u>EA</u>	<u>\$7,690.22</u>	<u>\$23,070.66</u> ^b
Chef's Deal Restaurant Equipment Company	Continental Refrigerator/2FN5A	3	EA	\$7,897.33	\$23,691.99
Ts EQUIP-IT	True/STG2F-2S-HC	3	EA	\$7,954.40	\$23,863.20
Douglas Equipment	Traulsen/G22010	3	EA	\$8,175.21	\$24,525.63
Jean's Restaurant Supply	Traulsen/G22010	3	EA	\$8,574.80	\$25,724.40
Culinary Depot	Traulsen/G22010	3	EA	\$8,633.57	\$25,900.71
TriMark USA, LLC	Traulsen/G22010	3	EA	\$8,801.74	\$26,405.22
Sam Tell and Son Inc	Traulsen/G22010	3	EA	\$8,812.21	\$26,436.63
Mission Restaurant Supply	Traulsen/G22010	3	EA	\$9,008.00	\$27,024.00
Associated Food Equipment and Supplies	Traulsen/G22010	3	EA	\$9,074.00	\$27,222.00
Kommerical Kitchens	Traulsen/G22010	3	EA	\$9,205.00	\$27,615.00
Oswalt Restaurant Supply	Traulsen/G22010	3	EA	\$9,264.61	\$27,793.83
ConServ Flag Company	Traulsen/G22010	3	EA	\$9,289.00	\$27,867.00
Pasco Brokerage, Inc.	Traulsen/G22010	3	EA	\$9,480.00	\$28,440.00
A-Tex Restaurant Supply, Inc.	Traulsen/G22010	3	EA	\$9,709.17	\$29,127.51

Line 7 Reach-In Refrigerator - 23.4 cu. ft.

<u>SUPPLIER</u>	<u>MANUFACTURER/MODEL</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
Grady's Foodservice Equipment & Supplies	Atosa USA/MBF8004GR	1	EA	\$2,502.91	\$2,502.91 ^a
Ts EQUIP-IT	True/STG1R-1S-HC	1	EA	\$4,651.25	\$4,651.25 ^a
Chef's Deal Restaurant Equipment Company	Continental Refrigerator/1RNSA	1	EA	\$4,801.04	\$4,801.04 ^a
<u>Ace Mart Restaurant Supply Co.</u>	<u>Traulsen/G10010</u>	<u>1</u>	<u>EA</u>	<u>\$4,840.40</u>	<u>\$4,840.40</u> ^b
Culinary Depot	Traulsen/G10010	1	EA	\$4,958.80	\$4,958.80
Douglas Equipment	Traulsen/G10010	1	EA	\$5,280.47	\$5,280.47
Jean's Restaurant Supply	Traulsen/G10010	1	EA	\$5,397.20	\$5,397.20
TriMark USA, LLC	Traulsen/G10010	1	EA	\$5,540.02	\$5,540.02
Mission Restaurant Supply	Traulsen/G10010	1	EA	\$5,670.00	\$5,670.00
Associated Food Equipment and Supplies	Traulsen/G10010	1	EA	\$5,711.00	\$5,711.00
Sam Tell and Son Inc	Traulsen/G10010	1	EA	\$5,745.62	\$5,745.62
Kommerical Kitchens	Traulsen/G10010	1	EA	\$5,795.00	\$5,795.00
Oswalt Restaurant Supply	Traulsen/G10010	1	EA	\$5,868.44	\$5,868.44
Pasco Brokerage, Inc.	Traulsen/G10010	1	EA	\$5,966.00	\$5,966.00
A-Tex Restaurant Supply, Inc.	Traulsen/G10010	1	EA	\$6,111.18	\$6,111.18
ConServ Flag Company	Traulsen/G10010	1	EA	\$6,163.00	\$6,163.00

Line 8 Pass-Thru Refrigerator - 25.2 Cu. Ft.

<u>SUPPLIER</u>	<u>MANUFACTURER/MODEL</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
Ts EQUIP-IT	True/STA1R-1S-HC	7	EA	\$5,695.23	\$39,866.61 ^a
Chef's Deal Restaurant Equipment Company	Continental Refrigerator/1RENPT	7	EA	\$6,420.71	\$44,944.97 ^a
Grady's Foodservice Equipment & Supplies	Beverage Air/PRD1HC-1AS	7	EA	\$7,118.63	\$49,830.41 ^a
<u>Ace Mart Restaurant Supply Co.</u>	<u>Traulsen/AHT132WPUT-FHS</u>	<u>7</u>	<u>EA</u>	<u>\$9,239.08</u>	<u>\$64,673.56</u> ^b
Jean's Restaurant Supply	Traulsen/AHT132WPUT-FHS	7	EA	\$10,337.32	\$72,361.24
TriMark USA, LLC	Traulsen/AHT132WPUT-FHS	7	EA	\$10,610.76	\$74,275.32
Mission Restaurant Supply	Traulsen/AHT132WPUT-FHS	7	EA	\$10,853.00	\$75,971.00
Associated Food Equipment and Supplies	Traulsen/AHT132WPUT-FHS	7	EA	\$10,939.00	\$76,573.00
Kommerical Kitchens	Traulsen/AHT132WPUT-FHS	7	EA	\$11,100.00	\$77,700.00
Oswalt Restaurant Supply	Traulsen/AHT132WPUT-FHS	7	EA	\$11,148.33	\$78,038.31
Pasco Brokerage, Inc.	Traulsen/AHT132WPUT-FHS	7	EA	\$11,417.00	\$79,919.00
A-Tex Restaurant Supply, Inc.	Traulsen/AHT132WPUT-FHS	7	EA	\$11,719.18	\$82,034.26
Culinary Depot	Traulsen/AHT132WPUT-FHS	7	EA	\$14,942.41	\$104,596.87
Sam Tell and Son Inc	Traulsen/AHT132WPUT-FHS	7	EA	\$15,805.90	\$110,641.30
Douglas Equipment	Traulsen/AHT132WPUT-FHS	7	EA	\$15,987.61	\$111,913.27
ConServ Flag Company	Traulsen/AHT132WPUT-FHS	7	EA	\$19,866.00	\$139,062.00

**Cypress-Fairbanks Independent School District
Nutrition Services Department**

11355 Perry Road
Houston, Texas 77064
281-897-4543

TO: James Briscoe, Director of Procurement Services
FROM: Suzy Hunter, Nutrition Services Director
DATE: 10/31/2024
RE: Food Service Equipment for Nutrition Services 24-12-3952

The purpose of this memo is to explain the evaluation scoring for the Food Service Equipment for Nutrition Services 24-12-3952 bid. The vendors awarded have the highest scores per line based on the weighted criteria included in the solicitation. The weighted criteria were developed to maintain compliance with the United States Department of Agriculture regulations for federal programs.

Weighted criteria include purchase price, reputation of the vendor and vendor's goods or services, quality of the vendor's goods or services, extent to which the goods or services meet the needs of the District, and any other relevant factors specifically listed in the request for bid or proposal. The evaluating committee was comprised of our own internal procurement professionals and other relevant Nutrition Services staff.

If you have any questions, please contact the Nutrition Services Department.

Sincerely,

Suzy Hunter

Suzy Hunter

Nutrition Services Director



To: Darin Crawford
 Assistant Superintendent for Support Services

From: James Briscoe
 Director of Procurement Services

Date: October 28, 2024

Re: Musical Instrument Repair
 Annual Contract #25-01-4515R-RFP

The following proposals were received and opened at 10:00 a.m., Monday, October 7, 2024, as advertised and specified in documents concerning **Annual Contract #25-01-4515R-RFP Musical Instrument Repair**. The proposals received and the final evaluation summary are located on pages 2-10.

Award contract to each of the suppliers listed at the discount noted.

Estimated Expenditure: **\$243,000.00**

Contract Term: **January 1 , 2025 - December 31, 2025**

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Line 1 WOODWIND INSTRUMENT REPAIR**Line 2 Piccolo - Repad Charge**

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$282.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$320.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$347.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$420.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$425.00</u>
<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>1</u>	<u>EA</u>	<u>\$1,495.00</u>

Line 3 Piccolo - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$359.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$380.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$520.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$575.00</u>
<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>1</u>	<u>EA</u>	<u>\$1,495.00</u>

Line 4 Flute - Student Model - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$389.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$396.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$406.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$420.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$450.00</u>
<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>1</u>	<u>EA</u>	<u>\$2,195.00</u>

Line 5 Flute - Student Model - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$450.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$456.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$520.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$575.00</u>
<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>1</u>	<u>EA</u>	<u>\$2,195.00</u>

Line 6 Flute - Advanced Model - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$476.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$480.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$489.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$507.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$595.00</u>
<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>1</u>	<u>EA</u>	<u>\$2,195.00</u>

Line 7 Flute - Advanced Model - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$536.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$550.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$553.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$650.00</u>
<u>Carolyn Nussbaum Music Company (Carolyn Nussbaum)</u>	<u>1</u>	<u>EA</u>	<u>\$2,195.00</u>

Line 8 Oboe - Student - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$409.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$525.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$560.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$560.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$582.00</u>

Line 9 Oboe - Student - Overhaul Charge			
<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$492.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$645.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$645.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$650.00</u>
Line 10 Oboe - Full Conservatory - Repad Charge			
<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$561.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$582.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$650.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$700.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$713.00</u>
Line 11 Oboe - Full Conservatory - Overhaul Charge			
<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$654.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$785.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$798.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$895.00</u>
Line 12 English Horn - Repad Charge			
<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$550.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$564.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$582.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$700.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$713.00</u>
Line 13 English Horn - Overhaul Charge			
<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$659.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$695.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$785.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$798.00</u>
Line 14 E Flat Soprano Clarinet - Repad Charge			
<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$290.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$386.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$420.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$495.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$549.00</u>
Line 15 E Flat Soprano Clarinet - Overhaul Charge			
<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$356.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$446.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$500.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$650.00</u>
Line 16 B. Flat Soprano Clarinet -Student Model - Repad Charge			
<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$348.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$359.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$386.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$420.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$495.00</u>

Line 17 B. Flat Soprano Clarinet -Student Model - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$396.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$446.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$500.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$595.00</u>

Line 18 B. Flat Soprano Clarinet -Advanced Model - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$376.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$420.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$459.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$478.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$550.00</u>

Line 19 B. Flat Soprano Clarinet -Advanced Model - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$420.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$500.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$538.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$695.00</u>

Line 20 Bass Clarinet - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$433.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$495.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$613.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$645.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$877.00</u>

Line 21 Bass Clarinet - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$551.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$650.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$673.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$750.00</u>

Line 22 Contra Bass Clarinet - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$602.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$625.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$698.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$877.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$900.00</u>

Line 23 Contra Bass Clarinet - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$708.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$758.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$895.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$1,000.00</u>

Line 24 Bassoon - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$533.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$625.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$786.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$925.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$1,010.00</u>

Line 25 Bassoon - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$679.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$800.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$871.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$1,000.00</u>

Line 26 Soprano Sax - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$550.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$616.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$677.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$743.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$800.00</u>

Line 27 Soprano Sax - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$695.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$828.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$1,900.00</u>

Line 28 E Flat Alto Saxophone - Student Model - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$495.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$615.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$743.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$786.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$900.00</u>

Line 29 E Flat Alto Saxophone - Student Model - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$600.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$828.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$1,900.00</u>

Line 30 E Flat Alto Saxophone - Advanced Model - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$600.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$666.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$743.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$786.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$1,000.00</u>

Line 31 E Flat Alto Saxophone - Advanced Model - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$795.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$828.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$2,520.00</u>

Line 32 Tenor Sax - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$600.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$628.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$866.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$931.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$1,100.00</u>

Line 33 Tenor Sax - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$795.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$951.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$2,400.00</u>

Line 34 Baritone Sax - Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$695.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$791.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$919.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$1,151.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$1,245.00</u>

Line 35 Baritone Sax - Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$895.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$1,004.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$2,800.00</u>

Line 36 BRASS INSTRUMENT REPAIR**Line 37 French Horn - Double, Lacquer - Chemical or Ultra Sonic Clean**

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$139.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$149.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$170.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$174.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$182.00</u>

Line 38 B flat Trumpet - Student Model, Lacquer - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$90.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$106.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$109.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$120.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$130.00</u>

Line 39 B flat Trumpet - Advanced Model, Lacquer and Silver - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$109.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$120.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$121.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$125.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$140.00</u>

Line 40 B flat Trumpet - Advanced Model, Lacquer and Silver - Chemical or Ultra Sonic Clean and Polish Silver

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$140.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$150.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$154.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$163.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$169.00</u>

Line 41 Marching Baritone, Lacquer - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$101.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$130.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$139.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$150.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$154.00</u>

Line 42 Marching Baritone, Silver - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$126.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$139.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$140.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$154.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$160.00</u>

Line 43 Marching Baritone, Silver - Chemical or Ultra Sonic Clean and Polish Silver

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$140.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$157.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$169.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$180.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$197.00</u>

Line 44 Marching French Horn, Lacquer - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$102.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$119.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$120.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$154.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$174.00</u>

Line 45 Marching French Horn, Silver - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$119.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$122.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$140.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$154.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$184.00</u>

Line 46 Marching French Horn, Silver - Chemical or Ultra Sonic Clean and Polish Silver

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$150.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$154.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$169.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$184.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$197.00</u>

Line 47 Marching Mellophone, Lacquer - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$100.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$119.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$120.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$127.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$154.00</u>

Line 48 Marching Mellophone, Silver - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$119.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$125.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$137.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$140.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$154.00</u>

Line 49 Marching Mellophone, Silver - Chemical or Ultra Sonic Clean and Polish Silver

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$137.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$150.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$156.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$169.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$197.00</u>

Line 50 Euphonium, 4 valve, Lacquer - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$110.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$126.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$139.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$150.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$182.00</u>

Line 51 Euphonium, 4 valve, Silver - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$120.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$127.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$139.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$160.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$182.00</u>

Line 52 Euphonium, 4 valve, Silver - Chemical or Ultra Sonic Clean and Polish Silver

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$160.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$168.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$180.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$225.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$249.00</u>

Line 53 Bass Trombone, Lacquer - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$122.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$153.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$165.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$180.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$189.00</u>

Line 54 Tenor Trombone- Student Model, Lacquer -Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$114.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$139.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$155.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$180.00</u>

Line 55 Tenor Trombone- Student Model, Lacquer -Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$125.00</u>

Line 56 Tenor Trombone- Advanced Model, Lacquer -Repad Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$126.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$150.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$165.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$169.00</u>

Line 57 Tenor Trombone- Advanced Model, Lacquer -Overhaul Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$0.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$165.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$900.00</u>

Line 58 Sousaphone, 3 valve, Silver - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$198.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$199.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$217.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$250.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$287.00</u>

Line 59 Sousaphone, 3 valve, Silver - Chemical or Ultra Sonic Clean and Polish Silver

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$241.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$287.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$349.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$350.00</u>

Line 60 4/4 Tuba, 4 value, Piston Lacquer - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$225.00</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$225.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$232.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$238.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$329.00</u>

Line 61 4/4 Tuba, 4 value, Rotary Lacquer - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$235.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$238.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$250.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$251.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$329.00</u>

Line 62 3/4 Tuba, 3 value, Piston Lacquer - Chemical or Ultra Sonic Clean

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Best Band Repair, Inc.</u>	<u>1</u>	<u>EA</u>	<u>\$162.00</u>
<u>Fort Bend Music Center (Cochran & Floyd Ent. Inc.)</u>	<u>1</u>	<u>EA</u>	<u>\$166.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$190.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$198.00</u>
<u>Fleming Instrument Repair (ERFleming Enterprises Inc)</u>	<u>1</u>	<u>EA</u>	<u>\$199.00</u>

Line 63 STRING INSTRUMENT BOW REPAIR**Line 64 Cello Bow - Rehair Charge**

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Lisle Violin Shop</u>	<u>1</u>	<u>EA</u>	<u>\$40.00</u>
<u>Terra Nova Violins LLC</u>	<u>1</u>	<u>EA</u>	<u>\$55.00</u>
<u>99 Violin Shop (VIO STRINGS INC)</u>	<u>1</u>	<u>EA</u>	<u>\$56.99</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$84.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$100.00</u>

Line 65 Cello Bow - Regrip / Replace Frog Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Lisle Violin Shop</u>	<u>1</u>	<u>EA</u>	<u>\$10.00</u>
<u>99 Violin Shop (VIO STRINGS INC)</u>	<u>1</u>	<u>EA</u>	<u>\$15.99</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$31.00</u>
<u>Terra Nova Violins LLC</u>	<u>1</u>	<u>EA</u>	<u>\$60.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$100.00</u>

Line 66 Bass Bow - Rehair Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Lisle Violin Shop</u>	<u>1</u>	<u>EA</u>	<u>\$40.00</u>
<u>99 Violin Shop (VIO STRINGS INC)</u>	<u>1</u>	<u>EA</u>	<u>\$66.00</u>
<u>Terra Nova Violins LLC</u>	<u>1</u>	<u>EA</u>	<u>\$70.00</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$99.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$100.00</u>

Line 67 Bass Bow - Regrip / Replace Frog Charge

<u>SUPPLIER</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Lisle Violin Shop</u>	<u>1</u>	<u>EA</u>	<u>\$10.00</u>
<u>99 Violin Shop (VIO STRINGS INC)</u>	<u>1</u>	<u>EA</u>	<u>\$19.99</u>
<u>Music & Arts Center (Guitar Center)</u>	<u>1</u>	<u>EA</u>	<u>\$31.00</u>
<u>Terra Nova Violins LLC</u>	<u>1</u>	<u>EA</u>	<u>\$80.00</u>
<u>H&H Music (Universal Melody Services LLC)</u>	<u>1</u>	<u>EA</u>	<u>\$100.00</u>

25-01-4515R-RFP Addendum 1 Musical Instrument Repair

TEAM SCORE SUMMARY

Company/Vendor Name	Evaluator 1	Evaluator 2	Evaluator 3	Average Score	Ranking
99 Violin Shop	83.00	83.00	83.00	83.00	7.00
Best Band Repair, Inc.	89.00	89.00	89.00	89.00	2.00
Carolyn Nussbaum Music Company	81.00	81.00	81.00	81.00	9.00
Fleming Instrument Repair	88.00	88.00	88.00	88.00	3.00
Fort Bend Music Center	90.00	90.00	90.00	90.00	1.00
H& H Music	87.00	87.00	87.00	87.00	4.00
Lisle Violin Shop	86.00	86.00	86.00	86.00	5.00
Music & Arts Center	85.00	85.00	85.00	85.00	6.00
Terra Nova Violins, LLC	82.00	82.00	82.00	82.00	8.00

Memo:

To: Darin Crawford, *Assistant Superintendent for Support Services*

From: James Briscoe, *Director of Procurement Services*

Subject: Awarding of Contract 25-01-4515R-RFP for Musical Instrument Repair

Date: 11/13/2024

After a detailed review of proposals, the Procurement Services Department recommends awarding Contract 25-01-4515R-RFP for musical instrument repair services to selected vendors offering the best value to Cypress-Fairbanks ISD. The contract will commence on January 1, 2025, or upon board approval, and extend through December 31, 2025, without options for renewal. Vendors such as Best Band Repair, Inc. and Fleming Instrument Repair were chosen for their competitive pricing and reliable service across various instrument types, including woodwinds, brass, and strings, as detailed in the bid tabulation.

Repairing existing instruments through this contract will deliver substantial cost savings compared to purchasing new instruments, ensuring the district maximizes its budget for fine arts. By maintaining an annual budget of approximately \$243,000.00 for instrument repairs, the district avoids the considerably higher expenses associated with new acquisitions, supporting the longevity of musical assets for students throughout CFISD campuses. This amount represents a slight increase from the previous contract's \$205,000.00 which accommodates inflationary adjustments while meeting expanded maintenance needs.

The scope of services remains extensive, covering a wide range of repair needs, from minor adjustments to complete overhauls for each instrument type, with enhancements to support newer instrument models and specialized cleaning services. Several vendors, including H&H Music and Music & Arts Center, were re-selected based on their proven ability to meet district standards and efficiently handle large-scale repairs, particularly during peak demand at the beginning of the school year.

Additionally, vendors will provide direct pick-up and delivery services to district campuses, minimizing disruptions to instructional schedules and fulfilling CFISD's logistical needs for timely instrument maintenance. For further inquiries or additional details, please contact the Procurement Services Department.

Sincerely,

James Briscoe
Director of Procurement Services Cypress-Fairbanks ISD



To: Darin Crawford
 Assistant Superintendent for Support Services

From: Suzy Hunter
 Nutrition Services Director

Date: October 31, 2024

Re: Smallwares for Nutrition Services
 Annual Contract #25-01-3880

The following bids were received and opened at 1:00 p.m., Friday, September 20, 2024, as advertised and specified in documents concerning **Annual Contract #25-01-3880 Smallwares for Nutrition Services**. The bids received are located on pages 2 - 35.

- ^a Overall best value to the District.
- ^b Does not offer best value to the District.
- ^c Does not meet District specifications.
- ^d Does not meet District bid conditions.
- ^e No award.

Recommendation: 11400 Inc
 Kirby Restaurant and Chemical Supply
 Kommercial Kitchens
 Mavich, LLC.
 Pasco Brokerage, Inc.
 Pollock Investments Incorporated
 Sam Tell and Son Inc

Estimated Expenditure: \$251,253.13

Contract Term: January 1, 2025 - December 31, 2025

Renewal: 2 Years

sm

Line 1 74000 - Basket, Produce, Black - 9 1/2" x 7 3/4" x 3 1/2"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	GET WB-1506-BK	24	EA	\$8.90^a
Kirby Restaurant and Chemical Supply	GET WB-1506-BK	24	EA	\$10.00
Sam Tell and Son Inc	GET WB-1506-BK	24	EA	\$10.20
Kommerical Kitchens	GET WB-1506-BK	24	EA	\$10.24
Pasco Brokerage, Inc.	GET WB-1506-BK	24	EA	\$11.00

Line 2 78740 - Basket, Produce, Black - 10" x 7 1/2" x 3"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Hubert 27941	24	EA	\$23.80 ^b
Sam Tell and Son Inc	Hubert 27941	24	EA	\$23.80^a
Kirby Restaurant and Chemical Supply	Hubert 27941	24	EA	\$24.00
Kommerical Kitchens	Hubert 27941	24	EA	\$26.66
11400 Inc	Tablecraft 8082472	24	EA	\$27.49

Line 3 78750 - Basket, Produce, Black, Tapered - 11 1/2" x 12" x 1 1/2" up to 4"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Hubert 62370	40	EA	\$31.00 ^b
Sam Tell and Son Inc	Hubert 62370	40	EA	\$32.98^a
Kirby Restaurant and Chemical Supply	Hubert 62370	40	EA	\$33.00
Kommerical Kitchens	Hubert 62370	40	EA	\$36.93

Line 4 76240- Basket, Metal, Black 2-Tier Stand

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Hubert 74592	10	EA	\$205.50 ^b
Sam Tell and Son Inc	Hubert 74592	10	EA	\$217.50^a
Kirby Restaurant and Chemical Supply	Hubert 74592	10	EA	\$218.00
Kommerical Kitchens	Hubert 74592	10	EA	\$243.60

Line 5 77610 - Basket, Metal, Black 3-Tier Stand

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	GET 375WB13TIER	5	EA	\$80.99 ^c
Pasco Brokerage, Inc.	Hubert 71952	5	EA	\$275.70 ^b
Kirby Restaurant and Chemical Supply	Hubert 71952	5	EA	\$292.00^a
Sam Tell and Son Inc	Hubert 71952	5	EA	\$292.05
Kommerical Kitchens	Hubert 71952	5	EA	\$327.10

Line 6 Beverage Container, Bucket, 5-gal

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 176r6CLHWS	20	EA	\$22.49 ^c
Kommerical Kitchens	Carlisle 220930	20	EA	\$52.14^a
Pollock Investments Incorporated	Carlisle 220930	20	EA	\$55.13
Kirby Restaurant and Chemical Supply	Carlisle 220930	20	EA	\$63.00
Sam Tell and Son Inc	Carlisle 220930	20	EA	\$65.88
Pasco Brokerage, Inc.	CFS 220930 and 221102	20	EA	\$79.55
MAVICH	Carlisle 220930	20	EA	\$93.43

Line 7 71011 - Bin, Plastic Ingredient, 26 gallon

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Rubbermaid FG360288WHT	5	EA	\$175.20^a
Kirby Restaurant and Chemical Supply	Winco IB-27	5	EA	\$197.00
11400 Inc	Rubbermaid FG360288WHT	5	EA	\$248.99
Pasco Brokerage, Inc.	Rubbermaid FG360288WHT	5	EA	\$283.90
Kirby Restaurant and Chemical Supply	Rubbermaid FG360288WHT	5	EA	\$400.00
Kommerical Kitchens	Rubbermaid FG360288WHT	5	EA	\$416.26
MAVICH	Rubbermaid FG360288WHT	5	EA	\$453.35
Sam Tell and Son Inc	Rubbermaid FG360288WHT	5	EA	\$495.69

Line 8 72000 - Blade, Can Opener

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Edlund K004SP	24	EA	\$8.99^a
Pasco Brokerage, Inc.	Edlund K004SP	24	EA	\$18.95
Kirby Restaurant and Chemical Supply	Edlund K004SP	24	EA	\$19.00
Kommerical Kitchens	Edlund KT1100	24	EA	\$48.78
Sam Tell and Son Inc	Edlund 1	24	EA	\$143.37

Line 9 72001 - Blade Replacement Kit, for Can Opener

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Edlund KT1415	12	EA	\$84.13 ^b
Kommerical Kitchens	Edlund KT1415	12	EA	\$89.41^a
Kirby Restaurant and Chemical Supply	Edlund 360288WHT	12	EA	\$91.50
Sam Tell and Son Inc	Edlund KT1415	12	EA	\$97.19
11400 Inc	Edlund KT1415	12	EA	\$104.84
MAVICH	Edlund KT1415	12	EA	\$178.43

Line 10 72010 - Board, Cutting - 18" x 24" x ½"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 40724185WH	36	EA	\$13.04 ^d
Sam Tell and Son Inc	Stanton 799-24	36	EA	\$16.33^a
Pollock Investments Incorporated	Thundergroup PLCB006	36	EA	\$17.57
Kommerical Kitchens	Winco CBWT-1824	36	EA	\$18.45
Pasco Brokerage, Inc.	Stanton 799-24	36	EA	\$21.86
Kirby Restaurant and Chemical Supply	Winco CBXH-1824	36	EA	\$38.00
Kirby Restaurant and Chemical Supply	Stanton 799-24	36	EA	\$61.00

Line 11 Bottle Holder, for 24 oz. Squeeze Bottles

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407BTH6	24	EA	\$10.34 ^c
Kirby Restaurant and Chemical Supply	Tablecraft T4	24	EA	\$12.00 ^c
Pasco Brokerage, Inc.	Fifo 7010-401	24	EA	\$33.00^a
Kommerical Kitchens	Allpoints 2802327	24	EA	\$33.66
Sam Tell and Son Inc	Server Products 86994	24	EA	\$67.52

Line 12 70020 - Bottle, Squeeze - 12 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco PSB-12C	24	EA	\$0.72 ^d
Pasco Brokerage, Inc.	Tablecraft 112C-1	24	EA	\$0.85 ^b
Kommerical Kitchens	Tablecraft 112C-1	24	EA	\$0.97^a
MAVICH	Tablecraft 112C-1	24	EA	\$1.00
Sam Tell and Son Inc	Stanton Trading 307	24	EA	\$7.80
11400 Inc	Tablecraft 112C-1	24	EA	\$10.49
Pollock Investments Incorporated	Thundergroup PLTHSB012C	24	EA	\$12.27

Line 13 Bottle, Squeeze - 24 oz. Thick Tip

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Fifo 3592801816	24	EA	\$2.24^a
Kirby Restaurant and Chemical Supply	Tablecraft 24SV	24	EA	\$3.00
Kommerical Kitchens	Tablecraft 24SV	24	EA	\$3.15
Pasco Brokerage, Inc.	Fifo 3592801816	24	EA	\$4.80
Sam Tell and Son Inc	Stanton Trading 307X	24	EA	\$8.16
Pollock Investments Incorporated	Thundergroup PLTHSB024CW	24	EA	\$12.70

Line 14 70005 - Bottle, Squeeze - 24 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
MAVICH	Crestware SB24C	300	EA	\$0.80^a
Pasco Brokerage, Inc.	Crestware SB24C	300	EA	\$0.90
Kommerical Kitchens	Tablecraft 2124C-1	300	EA	\$1.45
Kirby Restaurant and Chemical Supply	Winco PSW-24	300	EA	\$1.50
Sam Tell and Son Inc	Stanton Trading WMSB-24	300	EA	\$4.49
11400 Inc	Choice 176SB24C	300	EA	\$4.49
Pollock Investments Incorporated	Thundergroup PLTHSB024CW	300	EA	\$12.70

Line 15 74010 - Bowl, Clear, Pebble - 12"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Winco PBB-12	12	EA	\$7.55 ^b
11400 Inc	Cambro 214PSB12	12	EA	\$7.69 ^a
Kirby Restaurant and Chemical Supply	Winco PBB-12	12	EA	\$8.00
Sam Tell and Son Inc	Winco PBB-12	12	EA	\$8.84
Kommerical Kitchens	Winco PBB-12	12	EA	\$8.84
Pollock Investments Incorporated	Cambro PSB12176	12	EA	\$11.85

Line 16 76251 - Bowl, Mixing, Stainless Steel, 20 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading 4920	60	EA	\$9.13 ^a
Pollock Investments Incorporated	Thundergroup SLMB009	60	EA	\$10.78
Kommerical Kitchens	Winco MXB-2000Q	60	EA	\$10.96
Pasco Brokerage, Inc.	Stanton 4920	60	EA	\$11.72
11400 Inc	Choice 407mixhdn20	60	EA	\$13.04
Kirby Restaurant and Chemical Supply	Winco MXBT-2000Q	60	EA	\$16.00

Line 17 74020 - Bowl, Oblong, Black, Plastic - 9" x 12"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Cambro RSB912CW110	24	EA	\$7.29 ^a
Kirby Restaurant and Chemical Supply	Cambro RSB912CW110	24	EA	\$8.00
Kommerical Kitchens	Cambro RSB912CW110	24	EA	\$8.07
Sam Tell and Son Inc	Cambro RSB912CW110	24	EA	\$8.78
Pasco Brokerage, Inc.	Cambro RSB912CW110	24	EA	\$9.50
Pollock Investments Incorporated	Cambro RSB912CW110	24	EA	\$9.67
MAVICH	Cambro RSB912CW110	24	EA	\$10.42

Line 18 85030 - Bowl, Oblong, Clear, Plastic - 9" x 12"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Cambro RSB912CW-135	12	EA	\$7.59 ^a
Kirby Restaurant and Chemical Supply	Cambro RSB912CW-135	12	EA	\$8.00
Kommerical Kitchens	Cambro RSB912CW135	12	EA	\$8.07
Sam Tell and Son Inc	Cambro RSB912CW135	12	EA	\$8.78
MAVICH	Cambro RSB912CW-135	12	EA	\$9.05
Pasco Brokerage, Inc.	Cambro RSB912CW135	12	EA	\$9.50
Pollock Investments Incorporated	Cambro RSB912CW135	12	EA	\$9.67

Line 19 71000 - Box, Food Storage, Clear, Large - 18" x 26" x 6"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Vigor 247FB18266C	66	EA	\$19.79 ^d
Kommerical Kitchens	Cambro 18266CW135	66	EA	\$30.90 ^a
Kirby Restaurant and Chemical Supply	Winco PFSF-6	66	EA	\$31.00
Sam Tell and Son Inc	Stanton PCB-18266	66	EA	\$31.91
Pollock Investments Incorporated	Thundergroup PLFB182606PC	66	EA	\$36.24
Pasco Brokerage, Inc.	Stanton PCB-18266 & 1826	66	EA	\$51.13

Line 20 71010 - Box, Food Storage, Clear, Medium - 12" x 18" x 6"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Vigor 247FB12186C	42	EA	\$11.24 ^d
Pollock Investments Incorporated	Carlisle 1061107	42	EA	\$15.60 ^d
Kirby Restaurant and Chemical Supply	Winco PFSH-6	42	EA	\$16.00 ^b
Kommerical Kitchens	Cambro 12186CW135	42	EA	\$16.54 ^a
Sam Tell and Son Inc	Stanton PCB-12186	42	EA	\$17.08
Pasco Brokerage, Inc.	Stanton PCB-12186 & 1218	42	EA	\$26.44

Line 21 77430 - Brush, Pastry - 3"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Winco WBRP-30H	12	EA	\$8.35 ^d
11400 Inc	Carlisle 4037900	12	EA	\$9.89 ^a
Kommerical Kitchens	Carlisle 4037900	12	EA	\$10.49
Pollock Investments Incorporated	Carlisle 4037900	12	EA	\$11.09
Pasco Brokerage, Inc.	Carlisle 4037900	12	EA	\$13.60
Kirby Restaurant and Chemical Supply	Carlisle 4037900	12	EA	\$14.00
MAVICH	Sparta 4037900	12	EA	\$17.22

Line 22 70041 - Brush, Pot - 8½"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco BRN-8P	60	EA	\$7.00 ^c
<u>Kommerical Kitchens</u>	<u>Carlisle 4054500</u>	<u>60</u>	<u>EA</u>	<u>\$8.54</u> ^a
Pollock Investments Incorporated	Carlisle 4054500	60	EA	\$8.93
Pasco Brokerage, Inc.	Carlisle 4054500	60	EA	\$9.10
11400 Inc	Carlisle 4054500	60	EA	\$9.79
Sam Tell and Son Inc	Carlisle 4054500	60	EA	\$12.60

Line 23 72020 - Brush, Potato - 5¾"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>Carlisle 4041202</u>	<u>12</u>	<u>EA</u>	<u>\$5.19</u> ^a
Kommerical Kitchens	Carlisle 4041202	12	EA	\$5.45
Pollock Investments Incorporated	Carlisle 4041202	12	EA	\$5.76
Pasco Brokerage, Inc.	Carlisle 4041202	12	EA	\$6.35
Sam Tell and Son Inc	Carlisle 4041202	12	EA	\$6.41
Kirby Restaurant and Chemical Supply	Carlisle 4041202	12	EA	\$7.00
MAVICH	Carlisle 4041202	12	EA	\$7.87

Line 24 77400 - Brush, Valve and Fitting - 16"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco BR-28	6	EA	\$4.00 ^c
<u>Kommerical Kitchens</u>	<u>Carlisle 4000502</u>	<u>6</u>	<u>EA</u>	<u>\$20.71</u> ^a
Pollock Investments Incorporated	Carlisle 4000502	6	EA	\$21.90
Pasco Brokerage, Inc.	Carlisle 4000502	6	EA	\$23.75
11400 Inc	Carlisle 4000502	6	EA	\$23.99
Sam Tell and Son Inc	Carlisle 4000502	6	EA	\$27.34

Line 25 72030 - Bucket Opener, Aluminum

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Winco POA-8	12	EA	\$4.55 ^b
<u>11400 Inc</u>	<u>Choice 407POA8</u>	<u>12</u>	<u>EA</u>	<u>\$4.76</u> ^a
Kirby Restaurant and Chemical Supply	Winco POA-8	12	EA	\$5.00
Sam Tell and Son Inc	Winco POA-8	12	EA	\$5.29
Kommerical Kitchens	Winco POA-8	12	EA	\$5.29
Pollock Investments Incorporated	Winco POA-8	12	EA	\$5.52

Line 26 73002 - Caddy for Condiments - 15 3/4" H x 6 1/2" W x 5 1/8" L

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 176CDBA3X1BK	20	EA	\$29.24 ^c
<u>Kirby Restaurant and Chemical Supply</u>	<u>Hubert 20775</u>	<u>20</u>	<u>EA</u>	<u>\$114.00</u> ^a
Pasco Brokerage, Inc.	Hubert 20775	20	EA	\$115.00
Sam Tell and Son Inc	Hubert 20775	20	EA	\$121.01
Kommerical Kitchens	Hubert 20775	20	EA	\$135.53

Line 27 73000 - Caddy for Condiments - 21" H x 5¼" W x 6 3/4" L

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco BC-4P	50	EA	\$28.00 ^c
<u>11400 Inc</u>	<u>Cal-Mil 1423</u>	<u>50</u>	<u>EA</u>	<u>\$66.78</u> ^a
Sam Tell and Son Inc	Cal-Mil 1423	50	EA	\$77.29
Kommerical Kitchens	Cal-Mil 1423	50	EA	\$81.89
Pasco Brokerage, Inc.	Cal Mil 1423	50	EA	\$88.70

Line 28 73010 - Caddy for Condiments - 20½" H x 6 1/2" W x 12" L

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>Cal-Mil 1261</u>	<u>10</u>	<u>EA</u>	<u>\$64.49</u> ^a
Sam Tell and Son Inc	Cal-Mil 1261	10	EA	\$74.64
Kirby Restaurant and Chemical Supply	Cal-Mil 1261	10	EA	\$75.00
Kommerical Kitchens	Cal-Mil 1261	10	EA	\$81.24
Pasco Brokerage, Inc.	Cal Mil 1261	10	EA	\$94.35

Line 29 72040 - Can Opener, Manual - #1

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup IRTC014	10	EA	\$96.66 ^c
11400 Inc	Edlund S-11L	10	EA	\$539.00 ^a
Pasco Brokerage, Inc.	Edlund S-11L	10	EA	\$543.90
Kommerical Kitchens	Edlund S-11L	10	EA	\$578.06
Kirby Restaurant and Chemical Supply	Edlund S-11L	10	EA	\$591.00
Sam Tell and Son Inc	Edlund S-11L	10	EA	\$608.06

Line 30 73020 - Card Holder - 2 1/2" x 2 1/2"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup SLTWMH006	24	EA	\$0.48 ^a
Sam Tell and Son Inc	Stanton 216	24	EA	\$0.73
Pasco Brokerage, Inc.	Stanton 216	24	EA	\$0.89
Kommerical Kitchens	Winco MH-2	24	EA	\$11.09
Kirby Restaurant and Chemical Supply	Winco MH-2	24	EA	\$12.00

^e **Line 31 71020 - Cart, For Red Totes - 20 3/4" x 29 3/4" x 38"**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>

Line 32 71030 - Cart, Transport Utility - 22 3/8" W x 38 5/8" D x 37 1/8" H

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Rubbermaid 2203280	20	EA	\$177.34 ^c
Pasco Brokerage, Inc.	Lakeside 744	20	EA	\$934.50 ^a
11400 Inc	Lakeside 744	20	EA	\$987.00
Kommerical Kitchens	Lakeside 744	20	EA	\$994.90
Kirby Restaurant and Chemical Supply	Lakeside 744	20	EA	\$1,021.00
Sam Tell and Son Inc	Lakeside 744	20	EA	\$1,110.38

^e **Line 33 Coat Hanger, Over the door**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Universal SAF4166	30	EA	\$32.39
Pasco Brokerage, Inc.	Alba 328ABAPMS3P	30	EA	\$68.40

Line 34 Coffee Cold Brewing System With Lift

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Toddy CMLTCM	20	EA	\$78.29 ^a
Kirby Restaurant and Chemical Supply	Toddy CMLTCM	20	EA	\$98.00
Pasco Brokerage, Inc.	Toddy CMLTCM	20	EA	\$100.30
Kommerical Kitchens	Toddy CMLTCM	20	EA	\$107.00

Line 35 Coffee Filters

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Toddy TCMPF50	100	EA	\$60.74 ^a
Kirby Restaurant and Chemical Supply	Toddy TCMPF50	100	EA	\$76.00
Pasco Brokerage, Inc.	Toddy TCMPF50	100	EA	\$76.40
Kommerical Kitchens	Toddy TCMPF50	100	EA	\$83.00

Line 36 72050 - Colander, Strainer - 14 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading 6113	18	EA	\$7.47 ^a
Kommerical Kitchens	Winco COD-14	18	EA	\$10.91
Pasco Brokerage, Inc.	Stanton 6113	18	EA	\$11.64
Kirby Restaurant and Chemical Supply	Winco COD-14	18	EA	\$14.00
11400 Inc	Volrath 92247974	18	EA	\$31.49
Pollock Investments Incorporated	Thundergroup ALHDCO102	18	EA	\$63.91

Line 37 73030 - Container, Beverage, Black - 2.5 gallon

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 176bevdp2bk	5	EA	\$58.49 ^d
Kommerical Kitchens	Carlisle LD250N-03	5	EA	\$163.43 ^a
Pollock Investments Incorporated	Carlisle LD250N-03	5	EA	\$172.79
Sam Tell and Son Inc	Carlisle LD250N-03	5	EA	\$188.74
Kirby Restaurant and Chemical Supply	Carlisle LD250N-03	5	EA	\$189.00
Pasco Brokerage, Inc.	Carlisle LD250N-03	5	EA	\$190.45

Line 38 73040 - Container, Beverage, Black - 5 gallon

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 176BEVDP5BK	20	EA	\$71.99 ^d
Kommerical Kitchens	Carlisle LD500N03	20	EA	\$182.08 ^a
Pollock Investments Incorporated	Carlisle LD500N03	20	EA	\$192.51
Kirby Restaurant and Chemical Supply	Carlisle LD500N03	20	EA	\$210.00
Sam Tell and Son Inc	Carlisle LD500N03	20	EA	\$210.28
Pasco Brokerage, Inc.	Carlisle LD500N03	20	EA	\$212.20

Line 39 Container, Stack and Nest, Yellow,

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Orbis SNX2416-7 YLW	100	EA	\$17.00 ^a
MAVICH	Orbis SNX2416-7 YLW	100	EA	\$21.00
Sam Tell and Son Inc	Stanton Trading PEB-18266	100	EA	\$21.42
Pasco Brokerage, Inc.	Orbis 4741103355	100	EA	\$25.05

Line 40 73090 - Crock, Plastic, Black, with Lid - 1.2 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Carlisle 030103	96	EA	\$5.99 ^a
Kommerical Kitchens	Carlisle 030103	96	EA	\$7.98
Pasco Brokerage, Inc.	Carlisle 030103 & 031130	96	EA	\$8.40
Kirby Restaurant and Chemical Supply	Carlisle 030103	96	EA	\$9.00
MAVICH	Carlisle 030103	8	EA	\$9.60
Sam Tell and Son Inc	Carlisle 030103	96	EA	\$10.20

Line 41 76222 - Crock, Plastic, Black, with Lid - 0.6 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kommerical Kitchens	Carlisle 030003	12	EA	\$7.22 ^a
Pollock Investments Incorporated	Carlisle 030003	12	EA	\$7.64
11400 Inc	Carlisle 030003	12	EA	\$8.79
Pasco Brokerage, Inc.	Carlisle 030003 & 031130	12	EA	\$10.80
Kirby Restaurant and Chemical Supply	Carlisle 030003	12	EA	\$12.00
Sam Tell and Son Inc	Carlisle 030003	12	EA	\$13.14

Line 42 73050 - Crock, Black, 1/2 Size - 12 7/16" L x 10 1/4" W x 3 3/4" H

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Carlisle 811203	12	EA	\$16.19 ^a
Kommerical Kitchens	Carlisle 811203	12	EA	\$16.66
Pasco Brokerage, Inc.	Carlisle 811203	12	EA	\$17.40
Pollock Investments Incorporated	Carlisle 811203	12	EA	\$17.62
Kirby Restaurant and Chemical Supply	Carlisle 811203	12	EA	\$18.00
Sam Tell and Son Inc	Carlisle 811203	12	EA	\$19.18

Line 43 73060 - Crock, Black, 1/4 Size - 10 1/16" L x 6 3/16" W x 3" H

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kommerical Kitchens	Carlisle 811003	24	EA	\$9.98 ^a
Pasco Brokerage, Inc.	Carlisle 811003	24	EA	\$10.40
11400 Inc	Carlisle 811003	24	EA	\$10.49
Pollock Investments Incorporated	Carlisle 811003	24	EA	\$10.55
Kirby Restaurant and Chemical Supply	Carlisle 811003	24	EA	\$11.00
Sam Tell and Son Inc	Carlisle 811003	24	EA	\$11.49

Line 44 73070 - Crock, Black, 1/6 Size - 6 3/4" L x 6 3/8" W x 4" D

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kommerical Kitchens	Carlisle 3068403	24	EA	\$2.96 ^a
Pollock Investments Incorporated	Carlisle 3068403	24	EA	\$3.12
11400 Inc	Carlisle 3068403	24	EA	\$3.49
Sam Tell and Son Inc	Carlisle 3068403	24	EA	\$4.50
Pasco Brokerage, Inc.	Carlisle 3068403	24	EA	\$4.60
Kirby Restaurant and Chemical Supply	Carlisle 3068403	24	EA	\$5.00

Line 45 73080 - Crock, Cold, Black - 2 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle CM103003</u>	<u>12</u>	<u>EA</u>	<u>\$30.62</u> ^a
11400 Inc	Carlisle CM103003	12	EA	\$37.99
Pasco Brokerage, Inc.	Carlisle CM103003	12	EA	\$42.75
Kirby Restaurant and Chemical Supply	Carlisle CM103003	12	EA	\$45.00
Kommerical Kitchens	Carlisle CM103003	12	EA	\$45.85
Sam Tell and Son Inc	Carlisle CM103003	12	EA	\$48.79
MAVICH	Carlisle CM103003	12	EA	\$61.34

Line 46 73100 - Crock, Plastic, Black, with Lid - 2.7 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 030203</u>	<u>36</u>	<u>EA</u>	<u>\$8.15</u> ^a
11400 Inc	Carlisle 030203	36	EA	\$9.99
Pasco Brokerage, Inc.	Carlisle 030203	36	EA	\$10.50
Kirby Restaurant and Chemical Supply	Carlisle 030203	36	EA	\$11.00
Kommerical Kitchens	Carlisle 030203	36	EA	\$11.26
Sam Tell and Son Inc	Carlisle 030203	36	EA	\$12.89
MAVICH	Carlisle 0303GR03	36	EA	\$22.15

Line 47 78140 - Cutter, Pizza - 4"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>Choice 407PZCTRBK4</u>	<u>100</u>	<u>EA</u>	<u>\$2.24</u> ^a
Pasco Brokerage, Inc.	Winco PPC-4	100	EA	\$3.23
Pollock Investments Incorporated	Thundergroup SLTWPC004	100	EA	\$3.70
Kommerical Kitchens	Winco PPC-4	100	EA	\$3.76
Sam Tell and Son Inc	Stanton Trading PL259X	100	EA	\$3.86
Kirby Restaurant and Chemical Supply	Winco PPC-4	100	EA	\$4.00

Line 48 Cutter, Pizza - 6-cut Equalizer

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Proluxe EQ186	15	EA	\$136.88 ^c
<u>Pasco Brokerage, Inc.</u>	<u>Lloyd Industries EQ-18-06</u>	<u>15</u>	<u>EA</u>	<u>\$273.35</u> ^a

Line 49 72440 - Cutter, Pizza - 8-cut Equalizer

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Proluxe EQ188	30	EA	\$150.00 ^c
11400 Inc	Lloyd pans 680EQ1608	30	EA	\$176.60 ^c
<u>Pasco Brokerage, Inc.</u>	<u>Lloyd Industries EQ-18-08</u>	<u>30</u>	<u>EA</u>	<u>\$245.28</u> ^a

Line 50 Cutting Board, Pizza

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Sam Tell and Son Inc</u>	<u>Lloyd Pans SB-16-06</u>	<u>20</u>	<u>EA</u>	<u>\$65.99</u> ^a
11400 Inc	American Metalcraft MPCUT4	20	EA	\$70.96
Kommerical Kitchens	American Metalcraft MPCUT6	20	EA	\$82.13

Line 51 Cutting Board, Pizza

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Sam Tell and Son Inc</u>	<u>Lloyd Pans SB-16-08</u>	<u>20</u>	<u>EA</u>	<u>\$66.49</u> ^a
11400 Inc	American Metalcraft MPCUT6	20	EA	\$70.96
Kommerical Kitchens	American Metalcraft MPCUT4	20	EA	\$82.13

Line 52 73160 - Disher #6 - 5.33 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup SLDS206P	120	EA	\$6.89 ^d
Sam Tell and Son Inc	Stanton Trading 1951-6	120	EA	\$9.40 ^d
Pasco Brokerage, Inc.	Volrath 47139	120	EA	\$10.90 ^b
<u>11400 Inc</u>	<u>Volrath 47139</u>	<u>120</u>	<u>EA</u>	<u>\$11.29</u> ^a
Kommerical Kitchens	Volrath 47139	120	EA	\$11.80
Kirby Restaurant and Chemical Supply	Volrath 47139	120	EA	\$12.00
MAVICH	Volrath 47139	120	EA	\$15.41

Line 53 73140 - Disher #8 - 4 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup SLDS208P	180	EA	\$6.89 ^b
Sam Tell and Son Inc	Stanton Trading 1951-8	180	EA	\$9.40 ^d
Pasco Brokerage, Inc.	Volrath 47140	180	EA	\$10.90 ^b
<u>11400 Inc</u>	<u>Volrath 47140</u>	<u>180</u>	<u>EA</u>	<u>\$11.29</u> ^a
Kommerical Kitchens	Volrath 47140	180	EA	\$11.80
Kirby Restaurant and Chemical Supply	Volrath 47140	180	EA	\$12.00
MAVICH	Volrath 47140	180	EA	\$17.01

Line 54 73110 - Disher #10 - 3.25 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup SLDS210P	108	EA	\$6.89
Sam Tell and Son Inc	Stanton Trading 1951-10	108	EA	\$9.40
Pasco Brokerage, Inc.	Volrath 47141	108	EA	\$10.90
<u>11400 Inc</u>	<u>Volrath 47141</u>	<u>108</u>	<u>EA</u>	<u>\$11.29</u> ^a
Kommerical Kitchens	Volrath 47141	108	EA	\$11.80
Kirby Restaurant and Chemical Supply	Volrath 47141	108	EA	\$12.07
MAVICH	Volrath 47141	108	EA	\$17.01

Line 55 73120 - Disher #12 - 2.66 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup SLDS212P	84	EA	\$6.89 ^d
Sam Tell and Son Inc	Stanton Trading 1951-12	84	EA	\$9.40 ^d
Pasco Brokerage, Inc.	Volrath 47142	84	EA	\$10.90 ^b
<u>11400 Inc</u>	<u>Volrath 47142</u>	<u>84</u>	<u>EA</u>	<u>\$11.29</u> ^a
Kommerical Kitchens	Volrath 47142	84	EA	\$11.80
Kirby Restaurant and Chemical Supply	Volrath 47142	84	EA	\$12.00
MAVICH	Volrath 47142	84	EA	\$14.75

Line 56 73130 - Disher #16 - 2 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup SLDS216P	72	EA	\$6.89 ^b
Sam Tell and Son Inc	Stanton trading 1951-16	72	EA	\$9.40 ^d
Pasco Brokerage, Inc.	Volrath 47143	72	EA	\$10.90 ^b
<u>11400 Inc</u>	<u>Volrath 47143</u>	<u>72</u>	<u>EA</u>	<u>\$11.29</u> ^a
Kommerical Kitchens	Volrath 47143	72	EA	\$11.80
Kirby Restaurant and Chemical Supply	Volrath 47143	72	EA	\$12.00
MAVICH	Volrath 47143	72	EA	\$15.31

Line 57 78100 - Disher #30 - 1.25 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup SLDS230P	96	EA	\$6.89 ^b
Sam Tell and Son Inc	Stanton Trading 1951-30	96	EA	\$9.40 ^d
Pasco Brokerage, Inc.	Volrath 47146	96	EA	\$10.90 ^b
<u>11400 Inc</u>	<u>Volrath 47146</u>	<u>96</u>	<u>EA</u>	<u>\$11.29</u> ^a
Kommerical Kitchens	Volrath 47146	96	EA	\$11.80
Kirby Restaurant and Chemical Supply	Volrath 47146	96	EA	\$12.00
MAVICH	Volrath 47146	96	EA	\$15.35

Line 58 73150 - Disher #70 - 0.47 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading 1952-70	24	EA	\$11.93 ^d
Pasco Brokerage, Inc.	Volrath 47403	24	EA	\$13.90 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Volrath 47403</u>	<u>24</u>	<u>EA</u>	<u>\$15.00</u> ^a
Kommerical Kitchens	Volrath 47403	24	EA	\$15.06
11400 Inc	Volrath 47403	24	EA	\$16.01
Pollock Investments Incorporated	Volrath 47403	24	EA	\$17.81
MAVICH	Volrath 47403	24	EA	\$36.66

Line 59 73141-Disher, Springless #8 - 3 7/10 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading 1952-8	24	EA	\$11.93 ^d
Pasco Brokerage, Inc.	Volrath 47391	24	EA	\$13.90 ^b
Pollock Investments Incorporated	Thundergroup SLDS208G	24	EA	\$14.15 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Volrath 47391</u>	<u>24</u>	<u>EA</u>	<u>\$15.00</u> ^a
Kommerical Kitchens	Volrath 47391	24	EA	\$15.06
11400 Inc	Volrath 47391	24	EA	\$16.01
MAVICH	Volrath 47391	24	EA	\$25.27

Line 60 Disher, Springless #10 - 3.2 oz. Capacity.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading 1952-10	24	EA	\$11.93 ^d
Pasco Brokerage, Inc.	Volrath 47392	24	EA	\$13.90 ^b
Pollock Investments Incorporated	Thundergroup SLDS210G	24	EA	\$14.15 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Volrath 47392</u>	<u>24</u>	<u>EA</u>	<u>\$15.00</u> ^a
Kommerical Kitchens	Volrath 47392	24	EA	\$15.06
11400 Inc	Volrath 47392	24	EA	\$16.01
MAVICH	Volrath 47392	24	EA	\$23.53

Line 61 73142-Disher, Springless #12 - 2.875 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading 1952-12	24	EA	\$11.93 ^d
Pasco Brokerage, Inc.	Volrath 47393	24	EA	\$13.90 ^b
Pollock Investments Incorporated	Thundergroup SLDS212G	24	EA	\$14.15 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Volrath 47393</u>	<u>24</u>	<u>EA</u>	<u>\$15.00</u> ^a
Kommerical Kitchens	Volrath 47393	24	EA	\$15.06
11400 Inc	Volrath 47393	24	EA	\$16.01
MAVICH	Volrath 47393	24	EA	\$23.54

Line 62 73143-Disher, Springless #16 - 2 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading 1952-16	72	EA	\$11.93 ^d
Pasco Brokerage, Inc.	Volrath 47395	72	EA	\$13.90 ^b
Pollock Investments Incorporated	Thundergroup SLDS216G	72	EA	\$14.00 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Volrath 47395</u>	<u>72</u>	<u>EA</u>	<u>\$15.00</u> ^a
Kommerical Kitchens	Volrath 47395	72	EA	\$15.06
11400 Inc	Volrath 47395	72	EA	\$16.01
MAVICH	Volrath 47395	72	EA	\$21.00

Line 63 Disher, Springless #40 - .75 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading 1952-40	24	EA	\$11.93 ^d
Pollock Investments Incorporated	Thundergroup SLDS240G	24	EA	\$13.34 ^b
Pasco Brokerage, Inc.	Volrath 47400	24	EA	\$13.90 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Volrath 47400</u>	<u>24</u>	<u>EA</u>	<u>\$15.00</u> ^a
Kommerical Kitchens	Volrath 47400	24	EA	\$15.06
11400 Inc	Volrath 47400	24	EA	\$16.01
MAVICH	Volrath 47400	24	EA	\$36.66

Line 64 Dolly for Garbage Can

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kommerical Kitchens	Lavex 274TCDOLLY	100	EA	\$27.99 ^b
Pollock Investments Incorporated	Carlisle 3691103	100	EA	\$33.59 ^b
<u>Pollock Investments Incorporated</u>	<u>Rubbermaid FG264000BLA</u>	<u>100</u>	<u>EA</u>	<u>\$33.81</u> ^a
Pyramid School Products	Rubbermaid FG264000BLA	100	EA	\$33.99
MAVICH	Rubbermaid FG264000BLA	100	EA	\$35.54
11400 Inc	Rubbermaid FG264000BLA	100	EA	\$41.97
Sam Tell and Son Inc	Carlisle 3691103	100	EA	\$43.53
Pasco Brokerage, Inc.	Rubbermaid FG264000BLA	100	EA	\$45.95
Kirby Restaurant and Chemical Supply	Winco DLR-2	100	EA	\$51.00

Line 65 74032 - Double Boiler, Aluminum - 12 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Kirby Restaurant and Chemical Supply</u>	<u>Royal ROY DB 12</u>	<u>10</u>	<u>EA</u>	<u>\$62.00</u> ^a
Kommerical Kitchens	Libertyware DBL12	10	EA	\$66.66
11400 Inc	Vigor 473SSDB12	10	EA	\$67.49
Pasco Brokerage, Inc.	Royal ROY DB 12	10	EA	\$75.50
Sam Tell and Son Inc	Winco SSDB-12	10	EA	\$96.34
Pollock Investments Incorporated	Thundergroup ALSKDB002	10	EA	\$125.31

Line 66 74041 - Double Boiler, Aluminum - 8 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Kirby Restaurant and Chemical Supply</u>	<u>Libertyware DBL08</u>	<u>10</u>	<u>EA</u>	<u>\$51.00</u> ^a
11400 Inc	Vigor 473SSDB8	10	EA	\$56.69
Kommerical Kitchens	Libertyware DBL08	10	EA	\$57.29
Pasco Brokerage, Inc.	Libertyware DBL08	10	EA	\$63.50
Sam Tell and Son Inc	Winco SSDB-8	10	EA	\$83.05
Pollock Investments Incorporated	Thundergroup ALSKDB001	10	EA	\$105.34

Line 67 76270 - Drink Merchandiser, Portable, Black

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Kirby Restaurant and Chemical Supply</u>	<u>IRP IRP-100DL</u>	<u>20</u>	<u>EA</u>	<u>\$149.00</u> ^a
Sam Tell and Son Inc	IRP MERCH III	20	EA	\$224.99

Line 68 71040 - Dunnage Rack, Stationary, 36" L x 20" W x 12" H

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Regency 600DUN122036	20	EA	\$38.69 ^c
Pasco Brokerage, Inc.	Winco ADRK-2036	20	EA	\$77.60 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco ADRK-2036</u>	<u>20</u>	<u>EA</u>	<u>\$85.00</u> ^a
Pollock Investments Incorporated	Thundergroup ALDN2036	20	EA	\$90.32
Kommerical Kitchens	Winco ADRK-2036	20	EA	\$90.80
Sam Tell and Son Inc	Winco ADRK-2036	20	EA	\$90.80

Line 69 75450 - First Aid Kit

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Medique 577740P25P	100	EA	\$17.54 ^c
<u>Pollock Investments Incorporated</u>	<u>IMPACT K-FAK-10</u>	<u>100</u>	<u>EA</u>	<u>\$17.73</u> ^a
Pyramid School Products	IMPACT K-FAK-10	100	EA	\$20.98
MAVICH	Grainger 39N814	100	EA	\$23.84
Kommerical Kitchens	Top Safety 640-500	100	EA	\$25.56
Pasco Brokerage, Inc.	Approved Vendor 39N814	100	EA	\$33.85
Sam Tell and Son Inc	Allpoints 2801471	100	EA	\$68.03

Line 70 73210 - Food Portioner, Perforated - 2 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4072OZPSPRD	96	EA	\$1.07 ^d
Pasco Brokerage, Inc.	Winco FPP-2	96	EA	\$1.40 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco FPP-2</u>	<u>96</u>	<u>EA</u>	<u>\$1.50</u> ^a
Pollock Investments Incorporated	Thundergroup SLLD102PA	96	EA	\$1.58
Kommerical Kitchens	Winco FPP-2	96	EA	\$1.60
Sam Tell and Son Inc	Stanton 4252	96	EA	\$2.05

Line 71 73220 - Food Portioner, Perforated - 4 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4074OZPSPGWN	72	EA	\$1.34 ^d
Pasco Brokerage, Inc.	Winco FPP-4	72	EA	\$1.80 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco FPP-4</u>	<u>72</u>	<u>EA</u>	<u>\$1.85</u> ^a
Pollock Investments Incorporated	Thundergroup SLLD104PA	72	EA	\$1.99
Kommerical Kitchens	Winco FPP-4	72	EA	\$2.01
Sam Tell and Son Inc	Stanton 4254	72	EA	\$2.37

Line 72 73230 - Food Portioner, Perforated - 6 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4076OZPSPBK	12	EA	\$1.61 ^d
Pasco Brokerage, Inc.	Winco FPP-6	12	EA	\$2.05 ^b
Pollock Investments Incorporated	Thundergroup SLLD106PA	12	EA	\$2.38 ^b
<u>Kommerical Kitchens</u>	<u>Winco FPP-6</u>	<u>12</u>	<u>EA</u>	<u>\$2.39</u> ^a
Kirby Restaurant and Chemical Supply	Winco FPP-6	12	EA	\$2.50
Sam Tell and Son Inc	Stanton 4256	12	EA	\$2.65

Line 73 77340 - Food Portioner, Perforated - 8 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4078OZPSPWBL	12	EA	\$1.79 ^d
Pasco Brokerage, Inc.	Winco FPP-8	12	EA	\$2.35 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco FPP-8</u>	<u>12</u>	<u>EA</u>	<u>\$2.35</u> ^a
Pollock Investments Incorporated	Thundergroup SLLD108PA	12	EA	\$2.69
Kommerical Kitchens	Winco FPP-8	12	EA	\$2.70
Sam Tell and Son Inc	Stanton 4258	12	EA	\$2.89

Line 74 73250 - Food Portioner, Solid - 2 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4072OZPSSRD	60	EA	\$1.07 ^d
Pasco Brokerage, Inc.	Winco FPS-2	60	EA	\$1.40 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco FPS-2</u>	<u>60</u>	<u>EA</u>	<u>\$1.50</u> ^a
Pollock Investments Incorporated	Thundergroup SLLD002A	60	EA	\$1.58
Kommerical Kitchens	Winco FPS-2	60	EA	\$1.60
Sam Tell and Son Inc	Stanton 4242	60	EA	\$2.05

Line 75 73255 - Food Portioner, Solid - 3 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4073OZPSSIVY	12	EA	\$1.16 ^d
Pasco Brokerage, Inc.	Winco FPS-3	12	EA	\$1.50 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco FPS-3</u>	<u>12</u>	<u>EA</u>	<u>\$1.59</u> ^a
Pollock Investments Incorporated	Thundergroup SLLD003A	12	EA	\$1.69
Kommerical Kitchens	Winco FPS-3	12	EA	\$1.69
Sam Tell and Son Inc	Stanton 4243	12	EA	\$2.13

Line 76 73240 - Food Portioner, Solid - 4 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4074OZPSSGN	84	EA	\$1.34 ^d
Pasco Brokerage, Inc.	Winco FPS-4	84	EA	\$1.80 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco FPS-4</u>	<u>84</u>	<u>EA</u>	<u>\$1.83</u> ^a
Pollock Investments Incorporated	Thundergroup SLLD004A	84	EA	\$1.99
Kommerical Kitchens	Winco FPS-4	84	EA	\$2.01
Sam Tell and Son Inc	Stanton 4244	84	EA	\$199.08

Line 77 73245 - Food Portioner, Solid - 5 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Tablecraft 6705	24	EA	\$9.64 ^d
Pasco Brokerage, Inc.	Volrath 6433520	24	EA	\$11.00 ^b
<u>11400 Inc</u>	<u>Volrath 6433520</u>	<u>24</u>	<u>EA</u>	<u>\$11.39</u> ^a
Kirby Restaurant and Chemical Supply	Volrath 6433520	24	EA	\$11.76
Kommerical Kitchens	Volrath 6433520	24	EA	\$11.90
Pollock Investments Incorporated	Volrath 6433520	24	EA	\$14.08

Line 78 73260- Food Portioner, Solid - 6 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Winco FPS-6	24	EA	\$2.05 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco FPS-6</u>	<u>24</u>	<u>EA</u>	<u>\$2.25</u> ^a
Pollock Investments Incorporated	Thundergroup SLLD006A	24	EA	\$2.38
Kommerical Kitchens	Winco FPS-6	24	EA	\$2.39
Sam Tell and Son Inc	Stanton 4246	24	EA	\$2.65
11400 Inc	Volrath 9226433620	24	EA	\$11.54

Line 79 76300 - Food Portioner, Solid - 8 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Winco FPS-8	12	EA	\$2.35 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco FPS-8</u>	<u>12</u>	<u>EA</u>	<u>\$2.51</u> ^a
Pollock Investments Incorporated	Thundergroup SLLD008A	12	EA	\$2.69
Kommerical Kitchens	Winco FPS-8	12	EA	\$2.70
Sam Tell and Son Inc	Stanton 4248	12	EA	\$2.89
11400 Inc	Volrath 9226433820	12	EA	\$11.84

Line 80 76280 - Fruit Sectionizer - 6 Wedge

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>Sunkist S-102</u>	<u>10</u>	<u>EA</u>	<u>\$270.74</u> ^a
Pasco Brokerage, Inc.	Sunkist S-102	10	EA	\$296.20
Kirby Restaurant and Chemical Supply	Sunkist S-102	10	EA	\$306.10
Sam Tell and Son Inc	Sunkist S-102	10	EA	\$313.75
Kommerical Kitchens	Sunkist S-102	10	EA	\$351.40

Line 81 77130 - Fruit Sectionizer - Replacement Blade Cup with Cover

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Sunkist S-03B	10	EA	\$37.65 ^b
<u>11400 Inc</u>	<u>Sunkist S-03B</u>	<u>10</u>	<u>EA</u>	<u>\$38.24</u> ^a
Sam Tell and Son Inc	Sunkist S-03B	10	EA	\$40.00
Pasco Brokerage, Inc.	Sunkist S-03B	10	EA	\$42.00
Kommerical Kitchens	Sunkist S-03B	10	EA	\$44.80

Line 82 85050 - Fruit Sectionizer - Replacement Plunger

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Sunkist S-09	10	EA	\$21.18 ^b
<u>Sam Tell and Son Inc</u>	<u>Sunkist S-09</u>	<u>10</u>	<u>EA</u>	<u>\$22.50</u> ^a
Kommerical Kitchens	Sunkist S-09	10	EA	\$25.20
11400 Inc	Sunkist S-09	10	EA	\$26.09
Pasco Brokerage, Inc.	Sunkist S-09	10	EA	\$28.00

Line 83 70053 - Garbage Can, 10 gallon

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Lavex Janitorial 475WC41BG	60	EA	\$5.84 ^d
Kirby Restaurant and Chemical Supply	Winco PWR-41BE	60	EA	\$11.44 ^d
Pollock Investments Incorporated	Rubbermaid FG295700BEIG	60	EA	\$12.34 ^b
Pyramid School Products	Rubbermaid FG295700BEIG	60	EA	\$13.99 ^b
<u>MAVICH</u>	<u>Tough Guy 4PGN9</u>	<u>60</u>	<u>EA</u>	<u>\$15.46</u> ^a
Pasco Brokerage, Inc.	Tough Guy 4PGN9	60	EA	\$23.50
Pyramid School Products	Rubbermaid FG2610/FG2609	60	EA	\$28.99
Sam Tell and Son Inc	Carlisle 34201523	60	EA	\$33.41

Line 84 Garbage Can, 32 Gallon

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Carlisle 84103223	100	EA	\$22.65 ^d
<u>Pollock Investments Incorporated</u>	<u>Rubbermaid FG263200GRAY</u>	<u>100</u>	<u>EA</u>	<u>\$28.26</u> ^a
MAVICH	Rubbermaid FG263200GRAY	100	EA	\$30.70
Sam Tell and Son Inc	Carlisle 84103223	100	EA	\$31.51
11400 Inc	Rubbermaid FG263200GRAY	100	EA	\$36.87
Pyramid School Products	Rubbermaid FG263200GRAY	100	EA	\$36.98
Kirby Restaurant and Chemical Supply	Winco PTC-32G	100	EA	\$39.42
Kommerical Kitchens	Rubbermaid FG263200GRAY	100	EA	\$51.23
Pasco Brokerage, Inc.	Rubbermaid FG263200GRAY	100	EA	\$64.65

Line 85 77989 - Glove, Cut Resistant, Medium

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407CTGLVM	20	EA	\$5.03 ^d
Pasco Brokerage, Inc.	Alfa International 3023	20	EA	\$13.00 ^b
<u>MAVICH</u>	<u>Whizard 333023</u>	<u>20</u>	<u>EA</u>	<u>\$20.13</u> ^a
Sam Tell and Son Inc	Winco GCRA-M	20	EA	\$24.34
Pollock Investments Incorporated	Carlisle SG10-BL-M	20	EA	\$34.02

Line 86 77970 - Gloves, Freezer, Size Large

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Tablecraft 12248	50	PR	\$12.35 ^c
<u>Pasco Brokerage, Inc.</u>	<u>Refrigiwear 0253R</u>	<u>50</u>	<u>PR</u>	<u>\$21.00</u> ^a
Sam Tell and Son Inc	Tablecraft 12248	50	PR	\$22.65
11400 Inc	Refrigiwear 0253R	50	PR	\$25.25

Line 87 77980 - Hand Truck

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Channell RHTDP8	5	EA	\$261.00 ^c
<u>11400 Inc</u>	<u>Magliner GMK81UA4</u>	<u>5</u>	<u>EA</u>	<u>\$359.99</u> ^a
Pasco Brokerage, Inc.	Magliner GMK81UA4	5	EA	\$414.75
MAVICH	Magliner GMK81UA4	5	EA	\$447.00
Sam Tell and Son Inc	Lockwood LCT-AL	5	EA	\$531.25

Line 88 77250 - Holder, Plastic, Ice Scoop

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Cal-Mil 1031-64	20	EA	\$47.28 ^b
<u>11400 Inc</u>	<u>Cal-Mil 1031-64</u>	<u>20</u>	<u>EA</u>	<u>\$48.22</u> ^a
Sam Tell and Son Inc	Cal-Mil 1031-64	20	EA	\$50.23
Kommerical Kitchens	Cal-Mil 1031-64	20	EA	\$55.89
Pasco Brokerage, Inc.	Cal Mil 1031-64	20	EA	\$58.65
Pollock Investments Incorporated	Carlisle SI9000	20	EA	\$93.87

Line 89 73170 - Holder, Napkin, Wrought Iron

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Volrath NDSS95</u>	<u>30</u>	<u>EA</u>	<u>\$12.31</u> ^a
11400 Inc	American Metalcraft NHS95	30	EA	\$15.34
Sam Tell and Son Inc	American Metalcraft OSC9	30	EA	\$20.93
Kirby Restaurant and Chemical Supply	American Metalcraft NCB95	30	EA	\$25.00
Pasco Brokerage, Inc.	American Metalcraft NCB95	30	EA	\$28.40

Line 90 72060 - Hot Glove

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>San Jamar 167ML5000</u>	<u>50</u>	<u>PR</u>	<u>\$11.99</u> ^a
Pasco Brokerage, Inc.	Carlisle ML5000	50	PR	\$13.45
Pollock Investments Incorporated	San Jamar ML5000	50	PR	\$14.23
Kommerical Kitchens	Carlisle ML5000	50	PR	\$14.40
MAVICH	San Jamar ML5000	50	PR	\$14.67
Kirby Restaurant and Chemical Supply	San Jamar ML5000	50	PR	\$14.77
Sam Tell and Son Inc	Carlisle ML5000	50	PR	\$15.65

Line 91 77361 - Hot Well Cover, Full Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Tablecraft CW6420WV	30	EA	\$184.50 ^b
Kirby Restaurant and Chemical Supply	Tablecraft CW6420WV	30	EA	\$195.54 ^b
<u>Sam Tell and Son Inc</u>	<u>Tablecraft CW6420</u>	<u>30</u>	<u>EA</u>	<u>\$203.77</u> ^a
Kommerical Kitchens	Tablecraft CW6420WV	30	EA	\$213.73

^e **Line 92 Ice Cream Buffet, Countertop, Server**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Carlisle 38655	30	EA	\$66.30
Pasco Brokerage, Inc.	Carlisle 38655	30	EA	\$75.95
Kommerical Kitchens	Carlisle 38655	30	EA	\$81.45
Kirby Restaurant and Chemical Supply	Carlisle 38655	30	EA	\$82.36
Pollock Investments Incorporated	Carlisle 38655	30	EA	\$84.31

Line 93 Ice Cream Buffet, Countertop, Shroud

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Sam Tell and Son Inc</u>	<u>Carlisle 38655</u>	<u>30</u>	<u>EA</u>	<u>\$66.30</u> ^a
11400 Inc	Carlisle 38655	30	EA	\$72.99
Pasco Brokerage, Inc.	Carlisle 38655	30	EA	\$75.95
Kirby Restaurant and Chemical Supply	Carlisle 38655	30	EA	\$78.70
Kommerical Kitchens	Carlisle 38655	30	EA	\$81.45
Pollock Investments Incorporated	Carlisle 38655	30	EA	\$84.31

Line 94 78280 - Jacket, Freezer, Size Large

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pasco Brokerage, Inc.</u>	<u>Refrigiwear 0534R</u>	<u>20</u>	<u>EA</u>	<u>\$51.00</u> ^a
11400 Inc	Refrigiwear 0534R	20	EA	\$78.53
Sam Tell and Son Inc	Hubert 81609	20	EA	\$227.89

Line 95 72070 - Knife Holder, Magnetic

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Sam Tell and Son Inc</u>	<u>Stanton Trading 7490</u>	<u>50</u>	<u>EA</u>	<u>\$8.58</u> ^a
Kirby Restaurant and Chemical Supply	Winco WMB-18	50	EA	\$14.00
Pollock Investments Incorporated	Thundergroup WDGB018	50	EA	\$15.58
Kommerical Kitchens	Winco WMB-18	50	EA	\$15.84
Pasco Brokerage, Inc.	Tablecraft 2918W	50	EA	\$16.60
11400 Inc	Mercer 470M30731AC	50	EA	\$29.99

Line 96 Knife, Boning, 6"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kommerical Kitchens	Mercer M22306WBH	10	EA	\$13.24 ^b
11400 Inc	Dexter 21029003	10	EA	\$17.99 ^b
Sam Tell and Son Inc	Stanton KNV-BON6N-WH	10	EA	\$19.00 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Dexter V136F-PCP</u>	<u>10</u>	<u>EA</u>	<u>\$20.17</u> ^a
Pasco Brokerage, Inc.	Dexter V136F-PCP	10	EA	\$23.15

Line 97 72080 - Knife, Cook's - 10"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 220KWCH10	45	EA	\$5.39 ^b
Sam Tell and Son Inc	Stanton KNV-CHF10-WH	45	EA	\$8.17 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco KWP-100</u>	<u>45</u>	<u>EA</u>	<u>\$10.57</u> ^a
Pasco Brokerage, Inc.	Stanton KNV-CHF10-WH	45	EA	\$11.99
Kommerical Kitchens	Mercer M22610WBH	45	EA	\$21.84

Line 98 72091 - Knife, Meat, Serrated - 8"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 220KWBRD8	30	EA	\$3.32 ^b
Sam Tell and Son Inc	Stanton KNV-SLCERS8-WH	30	EA	\$4.69 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Admiral Craft CUT-8WAWH</u>	<u>30</u>	<u>EA</u>	<u>\$9.50</u> ^a
Pasco Brokerage, Inc.	Admiral Craft CUT-8WAWH	30	EA	\$12.15
Kommerical Kitchens	Mercer M23406WBH	30	EA	\$13.33

Line 99 72200 - Knife, Paring, 3"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 220KWPAR325H	150	EA	\$1.07 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Dexter 30500</u>	<u>150</u>	<u>EA</u>	<u>\$2.30</u> ^a
Sam Tell and Son Inc	Stanton KNV-PAR3.5-WH	150	EA	\$2.48
Pasco Brokerage, Inc.	Dexter 30500	150	EA	\$3.00
Pollock Investments Incorporated	Dexter 30500	150	EA	\$3.12
Kommerical Kitchens	Mercer M23930WBH	150	EA	\$5.45

Line 100 72201 - Knife, Nylon or Plastic - 12"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco PLK-11G	50	EA	\$1.75 ^b
Sam Tell and Son Inc	Winco PLK-11G	50	EA	\$3.36 ^b
Pasco Brokerage, Inc.	Choice 220KWSLCSR12	50	EA	\$9.50 ^b
<u>Kommerical Kitchens</u>	<u>Norpro 572</u>	<u>50</u>	<u>EA</u>	<u>\$9.86</u> ^a

Line 101 85450 - Ladder, 3 Step

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Cosco 31211880PBLW	5	EA	\$65.69 ^c
<u>MAVICH</u>	<u>Little Giant 10310BA</u>	<u>5</u>	<u>EA</u>	<u>\$251.61</u> ^a
Sam Tell and Son Inc	Uline H-7892	5	EA	\$268.75
Pasco Brokerage, Inc.	Little Giant 10310BA	5	EA	\$405.15

Line 102 77790 - Ladder, 6 Foot

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Bauer Corporation 85235006	5	EA	\$187.64 ^c
Pasco Brokerage, Inc.	Werner 4GNK7	5	EA	\$195.00 ^c
<u>MAVICH</u>	<u>Werner T7406</u>	<u>5</u>	<u>EA</u>	<u>\$347.25</u> ^a
Sam Tell and Son Inc	Uline H-8642	5	EA	\$350.00

Line 103 73180 - Ladle, Stainless Steel - 1 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407opl1	75	EA	\$0.72 ^c
Kirby Restaurant and Chemical Supply	Winco LDL-0	75	EA	\$1.25 ^c
Pollock Investments Incorporated	Thundergroup SLOL202	75	EA	\$2.07 ^b
<u>Kommerical Kitchens</u>	<u>Browne 9941BLK</u>	<u>75</u>	<u>EA</u>	<u>\$2.39</u> ^a
Sam Tell and Son Inc	Browne 9941BLK	75	EA	\$2.39
Pasco Brokerage, Inc.	Browne 9941BLK	75	EA	\$3.00

Line 104 73191 - Ladle, Stainless Steel - 2 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407opl2	80	EA	\$0.89 ^c
Kirby Restaurant and Chemical Supply	Winco LDC-2	80	EA	\$2.39 ^c
Pollock Investments Incorporated	Thundergroup SLOL203	80	EA	\$2.53 ^b
<u>Kommerical Kitchens</u>	<u>Browne 9942BLU</u>	<u>80</u>	<u>EA</u>	<u>\$2.99</u> ^a
Sam Tell and Son Inc	Browne 9942BLU	80	EA	\$2.99
Pasco Brokerage, Inc.	Browne 9942BLU	80	EA	\$3.40

Line 105 73201 - Ladle, Stainless Steel - 4 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407opl4	25	EA	\$1.34 ^c
Pollock Investments Incorporated	Thundergroup SLOL204	25	EA	\$3.00 ^b
Kirby Restaurant and Chemical Supply	Winco LDCN-2K	25	EA	\$3.50 ^c
<u>Kommerical Kitchens</u>	<u>Browne 9944GRY</u>	<u>25</u>	<u>EA</u>	<u>\$4.37</u> ^a
Sam Tell and Son Inc	Browne 9944GRY	25	EA	\$4.37
Pasco Brokerage, Inc.	Browne 9944GRY	25	EA	\$4.80

Line 106 Ladle, Stainless Steel - 8 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407opl8	20	EA	\$1.79 ^c
Kirby Restaurant and Chemical Supply	Winco LDC-8	20	EA	\$4.33 ^c
Pollock Investments Incorporated	Thundergroup SLOL207	20	EA	\$4.80 ^b
<u>Kommerical Kitchens</u>	<u>Browne 9948BLK</u>	<u>20</u>	<u>EA</u>	<u>\$5.41</u> ^a
Sam Tell and Son Inc	Browne 9948BLK	20	EA	\$5.41
Pasco Brokerage, Inc.	Browne 9948BLK	20	EA	\$5.70

Line 107 78690 - Lid, for Cold Crock

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle CM103307</u>	<u>2</u>	<u>EA</u>	<u>\$4.07</u> ^a
11400 Inc	Carlisle CM103307	2	EA	\$5.39
Pasco Brokerage, Inc.	Carlisle CM103307	2	EA	\$5.70
Kirby Restaurant and Chemical Supply	Carlisle CM103307	2	EA	\$6.02

Line 108 71050 - Lid, for Food Storage Box - Large

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Vigor 247FBL1826CL	66	EA	\$11.69 ^d
<u>Kommerical Kitchens</u>	<u>Cambro 1826CCW135</u>	<u>66</u>	<u>EA</u>	<u>\$16.21</u> ^a
Kirby Restaurant and Chemical Supply	Winco PFFW-C	66	EA	\$16.72
Sam Tell and Son Inc	Stanton PCBL-1826	66	EA	\$16.74
Pollock Investments Incorporated	Thundergroup PLFBC1826PC	66	EA	\$18.63
Pasco Brokerage, Inc.	Stanton PCBL-1826	66	EA	\$19.40

Line 109 71060 - Lid, for Food Storage Box - Medium

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Vigor 247FBL1218CL	42	EA	\$5.84 ^d
Kommerical Kitchens	Cambro 1218CCW135	42	EA	\$8.07 ^a
Sam Tell and Son Inc	Stanton PCBL-1218	42	EA	\$8.34
Pollock Investments Incorporated	Thundergroup PLFBC1218PC	42	EA	\$8.35
Pasco Brokerage, Inc.	Stanton PCBL-1218	42	EA	\$10.58
Kirby Restaurant and Chemical Supply	Winco PFW-C	42	EA	\$11.00

Line 110 70054 - Lid, for Garbage Can, 10 gallon

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
MAVICH	Tough Guy 4PGP4	30	EA	\$8.00 ^a
Pasco Brokerage, Inc.	Tough Guy 4PGP4	30	EA	\$9.20
Pollock Investments Incorporated	Rubbermaid FG306700BLA	30	EA	\$14.91
Sam Tell and Son Inc	Carlisle 34202403	30	EA	\$28.58

Line 111 77780 - Lid, for Garbage Can, 32 gallon

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Lavex 475TCLD32GY	100	EA	\$7.19 ^b
Pollock Investments Incorporated	Thundergroup PLTC032GL	100	EA	\$7.90 ^b
Pollock Investments Incorporated	Rubbermaid FG263100GRAY	100	EA	\$9.25 ^a
Kirby Restaurant and Chemical Supply	Winco PTCL-32	100	EA	\$9.89
Pyramid School Products	Rubbermaid FG263100GRAY	100	EA	\$10.99
Pasco Brokerage, Inc.	Rubbermaid FG263100GRAY	100	EA	\$14.00
MAVICH	Rubbermaid FG263100GRAY	100	EA	\$15.05
Sam Tell and Son Inc	Carlisle 84103323	100	EA	\$15.37
Kommerical Kitchens	Rubbermaid FG263100GRAY	100	EA	\$15.59

Line 112 78611 - Lid, Hinged, Inset for 7 1/4 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407INLHN7	5	EA	\$6.11 ^d
Pasco Brokerage, Inc.	Winco INSH-7	5	EA	\$7.00 ^d
Kirby Restaurant and Chemical Supply	Winco INSH-7	5	EA	\$7.25 ^a
Pollock Investments Incorporated	Thundergroup SLIC001	5	EA	\$8.12
Kommerical Kitchens	Winco INSH-7	5	EA	\$8.16
Sam Tell and Son Inc	Winco INSH-7	5	EA	\$8.16

Line 113 78610 - Lid, Hinged, Inset for 11 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407INLHN11	5	EA	\$8.09 ^d
Pasco Brokerage, Inc.	Winco INSH-11	5	EA	\$9.00 ^b
Kirby Restaurant and Chemical Supply	Winco INSH-11	5	EA	\$9.15 ^a
Pollock Investments Incorporated	Thundergroup SLIC002	5	EA	\$10.46
Kommerical Kitchens	Winco INSH-11	5	EA	\$10.51
Sam Tell and Son Inc	Winco INSH-11	5	EA	\$10.51

Line 114 74080 - Lid, Plastic, Slotted - 1/2 Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton FPC-1200S	20	EA	\$4.55 ^b
Pollock Investments Incorporated	Carlisle 10231U07	20	EA	\$4.57 ^a
11400 Inc	Carlisle 10231U07	20	EA	\$4.89
Kirby Restaurant and Chemical Supply	Carlisle 10231U07	20	EA	\$6.45
Kommerical Kitchens	Carlisle 10231U07	20	EA	\$6.85
Pasco Brokerage, Inc.	Carlisle 10231U07	20	EA	\$7.25

Line 115 74090 - Lid, Plastic, Slotted - 1/3 Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup PLPA7130CS	12	EA	\$3.29 ^b
Sam Tell and Son Inc	Stanton FPC-1300S	12	EA	\$3.30 ^b
Pollock Investments Incorporated	Carlisle 10271U07	12	EA	\$3.33 ^a
11400 Inc	Carlisle 10271U07	12	EA	\$3.59
Kirby Restaurant and Chemical Supply	Carlisle 10271U07	12	EA	\$4.45
Pasco Brokerage, Inc.	Carlisle 10271U07	12	EA	\$4.90
Kommerical Kitchens	Carlisle 10271U07	12	EA	\$4.99

Line 116 74050 - Lid, Plastic, Slotted - Full Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading FPC-2000s	75	EA	\$8.51 ^b
Kirby Restaurant and Chemical Supply	Winco SP7100C	75	EA	\$8.95 ^b
11400 Inc	Carlisle 10211U07	75	EA	\$8.99
Pollock Investments Incorporated	Carlisle 10211U07	75	EA	\$9.00 ^a
Pasco Brokerage, Inc.	Carlisle 10211U07	75	EA	\$12.75
Kommerical Kitchens	Carlisle 10211U07	75	EA	\$12.81

Line 117 74070 - Lid, Plastic, Solid - ½ Size Long

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup PLPA7120LC	10	EA	\$6.71 ^b
11400 Inc	Carlisle 10216U07	10	EA	\$7.19 ^a
Kirby Restaurant and Chemical Supply	Cambro 20LPCWC135	10	EA	\$7.89
Sam Tell and Son Inc	Cambro 20LPWC135	10	EA	\$8.13
Pasco Brokerage, Inc.	Carlisle 10216U07	10	EA	\$10.60

Line 118 74060 - Lid, Plastic, Solid - 1/3 Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kommerical Kitchens	Carlisle 10276U07	12	EA	\$2.37 ^a
Pollock Investments Incorporated	Carlisle 10276U07	12	EA	\$2.50
11400 Inc	Carlisle 10276U07	12	EA	\$2.79
Kirby Restaurant and Chemical Supply	Winco SP7300S	12	EA	\$2.79
Sam Tell and Son Inc	Stanton FPC-1300	12	EA	\$3.09
Pasco Brokerage, Inc.	Carlisle 10276U07	12	EA	\$3.70

Line 119 85130 - Lid, Plastic, Solid - 1/6 Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup PLPA7160C	120	EA	\$1.66 ^b
Kirby Restaurant and Chemical Supply	Winco SP7600S	120	EA	\$1.89 ^b
Kommerical Kitchens	Carlisle 10310U07	120	EA	\$2.13 ^a
Pollock Investments Incorporated	Carlisle 10310U07	120	EA	\$2.22
Sam Tell and Son Inc	Stanton FPC-1600	120	EA	\$2.48
11400 Inc	Carlisle 10310U07	120	EA	\$2.49
Pasco Brokerage, Inc.	Carlisle 10310U07	120	EA	\$3.30

Line 120 74100 - Lid, Stainless Steel - ½ Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton FPC-1200	120	EA	\$4.93 ^c
11400 Inc	Choice 4070220	120	EA	\$5.21 ^d
Pasco Brokerage, Inc.	Stanton SPC-1200	120	EA	\$7.05 ^a
Pollock Investments Incorporated	Thundergroup STPA5120C	120	EA	\$7.08
Kirby Restaurant and Chemical Supply	Winco SPSCH	120	EA	\$7.89
Kommerical Kitchens	Volrath 75129	120	EA	\$12.29

Line 121 74120 - Lid, Stainless Steel - ½ Long

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070560	36	EA	\$8.09 ^d
Pasco Brokerage, Inc.	Winco SPJL-HCS	36	EA	\$9.75 ^b
Kirby Restaurant and Chemical Supply	Winco SPJL-HCS	36	EA	\$10.71 ^a
Pollock Investments Incorporated	Thundergroup STPA5120CL	36	EA	\$11.33
Kommerical Kitchens	Winco SPJL-HCS	36	EA	\$11.38
Sam Tell and Son Inc	Winco SPJL-HCS	36	EA	\$11.38

Line 122 74130 - Lid, Stainless Steel - 1/3 Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070230	72	EA	\$4.04 ^d
Sam Tell and Son Inc	Stanton SPC-1300	72	EA	\$4.34 ^a
Kirby Restaurant and Chemical Supply	Winco SPSCT	72	EA	\$5.09
Pasco Brokerage, Inc.	Stanton SPC-1300	72	EA	\$5.30
Pollock Investments Incorporated	Thundergroup STPA5130C	72	EA	\$5.33
Kommerical Kitchens	Volrath 75139	72	EA	\$10.33

Line 123 74110 - Lid, Stainless Steel - 2/3 Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070250	48	EA	\$9.44 ^d
Pasco Brokerage, Inc.	Winco SPSC TT	48	EA	\$11.45 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco SPSC TT</u>	<u>48</u>	<u>EA</u>	<u>\$12.61</u> ^a
Pollock Investments Incorporated	Thundergroup STPA5230C	48	EA	\$13.34
Kommerical Kitchens	Winco SPSC TT	48	EA	\$13.40
Sam Tell and Son Inc	Winco SPSC TT	48	EA	\$13.40

Line 124 74140 - Lid, Stainless Steel - Full Size

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070210	132	EA	\$9.89 ^d
<u>Sam Tell and Son Inc</u>	<u>Stanton SPC-2000</u>	<u>132</u>	<u>EA</u>	<u>\$10.82</u> ^a
Pasco Brokerage, Inc.	Stanton SPC-2000	132	EA	\$13.23
Pollock Investments Incorporated	Thundergroup STPA5000C	132	EA	\$13.83
Kirby Restaurant and Chemical Supply	Winco SPSCF	132	EA	\$14.89
Kommerical Kitchens	Volrath 77259	132	EA	\$21.57

^e **Line 125 Mandoline, Vegetable Slicer**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Winco MDL-4P	100	EA	\$51.64
Kirby Restaurant and Chemical Supply	Winco MDL-18	100	EA	\$76.42
11400 Inc	OXO 29711194500	100	EA	\$89.99
Pasco Brokerage, Inc.	OXO 3114000	100	EA	\$128.00

Line 126 77270 - Mats, Rubber - 2' x 3'

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Lavex 844CBBLKNBR23	36	EA	\$35.99 ^c
Sam Tell and Son Inc	Cactus 35-2432	36	EA	\$38.75 ^c
<u>Pasco Brokerage, Inc.</u>	<u>Pro-Tech PTMA202434</u>	<u>36</u>	<u>EA</u>	<u>\$46.70</u> ^a
Kirby Restaurant and Chemical Supply	Winco FMG-23K	36	EA	\$46.89
Kommerical Kitchens	Winco FMG-23K	36	EA	\$50.22

Line 127 70061 - Measure, Liquid - 2 Cup (0.5 quart)

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 6903215	25	EA	\$1.79 ^c
Sam Tell and Son Inc	Stanton GAM-1/2	25	EA	\$3.39 ^d
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco AM-05</u>	<u>25</u>	<u>EA</u>	<u>\$3.87</u> ^a
Kommerical Kitchens	Winco AM-05	25	EA	\$4.11
Pasco Brokerage, Inc.	Libertyware MEA05	25	EA	\$4.70
MAVICH	Crestware MEA05	25	EA	\$6.77

Line 128 72211 - Measure, Liquid - 2 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 6903217	12	EA	\$4.94 ^c
Sam Tell and Son Inc	Stanton GAM-2	12	EA	\$7.55 ^d
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco AM-2</u>	<u>12</u>	<u>EA</u>	<u>\$8.25</u> ^a
Kommerical Kitchens	Winco AM-2	12	EA	\$8.89
Pasco Brokerage, Inc.	Libertyware MEA02	12	EA	\$9.89
MAVICH	Crestware MEA02	12	EA	\$12.15

Line 129 72220 - Measure, Liquid - 1 gallon (4 quart)

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 6903218	12	EA	\$6.56 ^c
Sam Tell and Son Inc	Stanton GAM-4	12	EA	\$12.97 ^d
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco AM-4</u>	<u>12</u>	<u>EA</u>	<u>\$14.37</u> ^a
Kommerical Kitchens	Winco AM-4	12	EA	\$15.45
Pasco Brokerage, Inc.	Libertyware MEA04	12	EA	\$19.49
MAVICH	Crestware MEA04	12	EA	\$20.03

Line 130 72212 - Measure, Plastic Cup - 1 cup

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 6903210	10	EA	\$1.34^a
Pollock Investments Incorporated	Thundergroup PLMC008CL	10	EA	\$1.93
Kirby Restaurant and Chemical Supply	Winco PMCP-25	10	EA	\$2.99
Kommerical Kitchens	Cambro 25MCCW135	10	EA	\$4.19
Sam Tell and Son Inc	Winco PMCP-25	10	EA	\$4.40
MAVICH	Cambro 25MCCW135	10	EA	\$5.87
Pasco Brokerage, Inc.	Cambro 25MCCW135	10	EA	\$6.00

Line 131 72212 - Measure, Plastic Cup - 2 cup

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 6903215	24	EA	\$1.79^a
Pollock Investments Incorporated	Thundergroup PLMC016CL	24	EA	\$2.94
Kirby Restaurant and Chemical Supply	Winco PMCP-50	24	EA	\$4.79
Sam Tell and Son Inc	Winco PMCP-50	24	EA	\$7.34
Kommerical Kitchens	Cambro 50MCCW135	24	EA	\$7.76
Pasco Brokerage, Inc.	Cambro 50MCCW135	24	EA	\$8.75
MAVICH	Cambro 50MCCW135	24	EA	\$11.02

Line 132 77441 - Measuring Cups, Set of 4

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4074PCLWMC	5	EA	\$2.51^a
Sam Tell and Son Inc	Stanton 1047	5	EA	\$3.21
Pollock Investments Incorporated	Thundergroup SLMC2414	5	EA	\$3.76
Pasco Brokerage, Inc.	Libertyware MEACP	5	EA	\$4.57
MAVICH	Crestware MEACP	5	EA	\$5.45
Kirby Restaurant and Chemical Supply	Winco MCP-4P	5	EA	\$5.49
Kommerical Kitchens	Volrath 47119	5	EA	\$18.16

Line 133 72230 - Measuring Spoons

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton 933	24	EA	\$0.66 ^c
11400 Inc	Choice 4074PCDHWMS	24	EA	\$1.43^a
MAVICH	Crestware MEASP	24	EA	\$1.69
Kirby Restaurant and Chemical Supply	Winco MSPD-4X	24	EA	\$2.46
Pasco Brokerage, Inc.	Libertyware MEASPHD	24	EA	\$3.00
Pollock Investments Incorporated	Thundergroup SLMC2416	24	EA	\$3.15
Kommerical Kitchens	Volrath 47118	24	EA	\$5.95

Line 134 85340 - Mixer, Hand, 5 Speed

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Kitchen Aid KHM512WH	10	EA	\$59.95^a
Pasco Brokerage, Inc.	Kitchen Aid KHM512WH	10	EA	\$60.30
Sam Tell and Son Inc	Kitchen Aid KHM512WH	10	EA	\$74.99
Kirby Restaurant and Chemical Supply	Waring WSBPPWA	10	EA	\$682.61

Line 135 72240 - Oven Mitt - 17"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 160terry17	200	PR	\$5.84 ^c
Kirby Restaurant and Chemical Supply	Winco OMT-17	200	PR	\$5.98^a
Sam Tell and Son Inc	Stanton Trading 9946L	200	PR	\$10.00
Kommerical Kitchens	Chef Revival CL2PX27BKBK	200	PR	\$12.47
Pollock Investments Incorporated	San Jamar 817TM	200	PR	\$15.59
MAVICH	San Jamar 813TM	200	PR	\$16.44
Pasco Brokerage, Inc.	CFS 817TMSB	200	PR	\$18.80

Line 136 72250 - Oven Sleeves

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Carlisle SLWT16	100	PR	\$6.85 ^b
11400 Inc	San Jamar 167318	100	PR	\$7.29^a
Kirby Restaurant and Chemical Supply	San Jamar SLWT16	100	PR	\$8.49
Pollock Investments Incorporated	San Jamar SLWT16	100	PR	\$8.76
Kommerical Kitchens	Carlisle SLWT16	100	PR	\$8.86
Sam Tell and Son Inc	Carlisle SLWT16	100	PR	\$9.63
MAVICH	Condor 4JD84	100	PR	\$12.32

Line 137 72261 - Pan, Black, 1/3 Size - 4"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>Carlisle 3086103</u>	<u>6</u>	<u>EA</u>	<u>\$14.99</u> ^a
Pasco Brokerage, Inc.	Carlisle 3086103	6	EA	\$15.05
Kirby Restaurant and Chemical Supply	Carlisle 3086103	6	EA	\$15.93
Kommerical Kitchens	Carlisle 3086103	6	EA	\$16.12
Pollock Investments Incorporated	Carlisle 3086103	6	EA	\$17.05
Sam Tell and Son Inc	Carlisle 3086103	6	EA	\$18.80

Line 138 74150 - Pan, Black, Plastic, ½ Size Long - 2½" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Kommerical Kitchens</u>	<u>Carlisle 10240B03</u>	<u>12</u>	<u>EA</u>	<u>\$7.26</u> ^a
Sam Tell and Son Inc	Carlisle 10240B03	12	EA	\$7.63
Pollock Investments Incorporated	Carlisle 10240B03	12	EA	\$7.67
Pasco Brokerage, Inc.	Carlisle 10240B03	12	EA	\$11.30
Kirby Restaurant and Chemical Supply	Carlisle 10240B03	12	EA	\$11.94

Line 139 74160 - Pan, Black, Plastic, ½ Size Long - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 10241B03</u>	<u>24</u>	<u>EA</u>	<u>\$9.51</u> ^a
Sam Tell and Son Inc	Carlisle 10241B03	24	EA	\$10.35
11400 Inc	Carlisle 10241B03	24	EA	\$12.99
Pasco Brokerage, Inc.	Carlisle 10241B03	24	EA	\$14.00
Kirby Restaurant and Chemical Supply	Carlisle 10241B03	24	EA	\$14.82
Kommerical Kitchens	Carlisle 10241B03	24	EA	\$15.00

Line 140 74170 - Pan, Black, Plastic, ½ Size - 2½" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 10220B03</u>	<u>60</u>	<u>EA</u>	<u>\$5.54</u> ^a
Sam Tell and Son Inc	Carlisle 10220B03	60	EA	\$6.10
Pasco Brokerage, Inc.	Carlisle 10220B03	60	EA	\$8.25
Kirby Restaurant and Chemical Supply	Carlisle 10220B03	60	EA	\$8.74
Kommerical Kitchens	Carlisle 10220B03	60	EA	\$8.84
11400 Inc	Carlisle 10220B03	60	EA	\$9.99

Line 141 74180 - Pan, Black, Plastic, ½ Size - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 10221B03</u>	<u>78</u>	<u>EA</u>	<u>\$6.23</u> ^a
11400 Inc	Carlisle 10221B03	78	EA	\$6.99
Kirby Restaurant and Chemical Supply	Carlisle 10221B03	78	EA	\$8.73
Sam Tell and Son Inc	Carlisle 10221B03	78	EA	\$9.06
Pasco Brokerage, Inc.	Carlisle 10221B03	78	EA	\$9.38
Kommerical Kitchens	Carlisle 10221B03	78	EA	\$9.43

Line 142 78620 - Pan, Black, Plastic, ½ Size - 6" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 10222B03</u>	<u>24</u>	<u>EA</u>	<u>\$8.15</u> ^a
11400 Inc	Carlisle 10222B03	24	EA	\$8.89
Kirby Restaurant and Chemical Supply	Carlisle 10222B03	24	EA	\$11.23
Sam Tell and Son Inc	Carlisle 10222B03	24	EA	\$11.65
Pasco Brokerage, Inc.	Carlisle 10222B03	24	EA	\$11.90
Kommerical Kitchens	Carlisle 10222B03	24	EA	\$12.12

Line 143 74190 - Pan, Black, Plastic, 1/3 Size Long - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 3066103</u>	<u>36</u>	<u>EA</u>	<u>\$5.20</u> ^a
Sam Tell and Son Inc	Carlisle 3066103	36	EA	\$5.75
Pasco Brokerage, Inc.	Carlisle 3066103	36	EA	\$7.70
Kirby Restaurant and Chemical Supply	Carlisle 3066103	36	EA	\$8.11
Kommerical Kitchens	Carlisle 3066103	36	EA	\$8.21

Line 144 74200 - Pan, Black, Plastic, 1/3 Size - 2½" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 3066103</u>	<u>12</u>	<u>EA</u>	<u>\$3.82</u> ^a
Sam Tell and Son Inc	Carlisle 3066003	12	EA	\$4.53
Pasco Brokerage, Inc.	Carlisle 3066003	12	EA	\$5.65
Kommerical Kitchens	Carlisle 3066003	12	EA	\$6.01
Kirby Restaurant and Chemical Supply	Carlisle 3066003	12	EA	\$6.15

Line 145 73071 - Pan, Black, Plastic, 1/6 Size - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Kommerical Kitchens</u>	<u>Carlisle 3068403</u>	<u>72</u>	<u>EA</u>	<u>\$2.96</u> ^a
Pollock Investments Incorporated	Carlisle 3068403	72	EA	\$3.09
Kirby Restaurant and Chemical Supply	Carlisle 3068403	72	EA	\$4.48
Sam Tell and Son Inc	Carlisle 3068403	72	EA	\$4.50
Pasco Brokerage, Inc.	Carlisle 3068403	72	EA	\$4.60
11400 Inc	Carlisle 3068403	72	EA	\$5.79

Line 146 74210 - Pan, Black, Plastic, Full Size - 2½" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Kommerical Kitchens</u>	<u>Carlisle 10200B03</u>	<u>162</u>	<u>EA</u>	<u>\$8.58</u> ^a
Pollock Investments Incorporated	Carlisle 10200B03	162	EA	\$8.97
11400 Inc	Carlisle 10200B03	162	EA	\$9.99
Kirby Restaurant and Chemical Supply	Carlisle 10200B03	162	EA	\$12.58
Sam Tell and Son Inc	Carlisle 10200B03	162	EA	\$13.06
Pasco Brokerage, Inc.	Carlisle 10200B03	162	EA	\$13.35

Line 147 74220 - Pan, Black, Plastic, Full Size - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 10201B03</u>	<u>240</u>	<u>EA</u>	<u>\$11.49</u> ^a
11400 Inc	Carlisle 10201B03	240	EA	\$12.99
Kirby Restaurant and Chemical Supply	Winco SP7106	240	EA	\$15.25
Sam Tell and Son Inc	Carlisle 10201B03	240	EA	\$16.73
Pasco Brokerage, Inc.	Carlisle 10201B03	240	EA	\$17.10
Kommerical Kitchens	Carlisle 10201B03	240	EA	\$17.40

Line 148 74230 - Pan, Black, Plastic, Full Size - 6" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 10202B03</u>	<u>120</u>	<u>EA</u>	<u>\$14.55</u> ^a
11400 Inc	Carlisle 10202B03	120	EA	\$17.49
Kirby Restaurant and Chemical Supply	Winco SP7108	120	EA	\$18.98
Sam Tell and Son Inc	Carlisle 10202B03	120	EA	\$22.74
Pasco Brokerage, Inc.	Carlisle 10202B03	120	EA	\$23.25
Kommerical Kitchens	Carlisle 10202B03	120	EA	\$23.67

Line 149 74242 - Pan, Clear, Plastic, ½ Size Long - 2½" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 10240B03</u>	<u>12</u>	<u>EA</u>	<u>\$7.67</u> ^a
Kommerical Kitchens	Carlisle 10240B03	12	EA	\$8.22
Sam Tell and Son Inc	Cambro 22LPCW135	12	EA	\$9.54
Pasco Brokerage, Inc.	Carlisle 10240B03	12	EA	\$11.30
Kirby Restaurant and Chemical Supply	Carlisle 10240B03	12	EA	\$12.36

Line 150 74241 - Pan, Clear, Plastic, ½ Size - 2½" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton FP-1202	12	EA	\$4.91 ^d
<u>Pollock Investments Incorporated</u>	<u>Carlisle 10220B07</u>	<u>12</u>	<u>EA</u>	<u>\$5.20</u> ^a
11400 Inc	Carlisle 10220B07	12	EA	\$5.79
Kirby Restaurant and Chemical Supply	Carlisle 10220B07	12	EA	\$7.47
Pasco Brokerage, Inc.	Carlisle 10220B07	12	EA	\$7.65
Kommerical Kitchens	Carlisle 10220B07	12	EA	\$7.80

Line 151 74251 - Pan, Clear, Plastic, 1/3 Size - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 3066107</u>	<u>12</u>	<u>EA</u>	<u>\$5.20</u> ^a
Sam Tell and Son Inc	Stanton FP-1304	12	EA	\$5.75
11400 Inc	Carlisle 3066107	12	EA	\$5.79
Kirby Restaurant and Chemical Supply	Carlisle 3066107	12	EA	\$7.47
Pasco Brokerage, Inc.	Carlisle 3066107	12	EA	\$7.65
Kommerical Kitchens	Carlisle 3066107	12	EA	\$7.80

Line 152 85120 - Pan, Clear, Plastic, 1/6 Size - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 3068407</u>	<u>240</u>	<u>EA</u>	<u>\$3.09</u> ^a
Sam Tell and Son Inc	Stanton FP-1604	240	EA	\$3.45
11400 Inc	Carlisle 3068407	240	EA	\$3.49
Kirby Restaurant and Chemical Supply	Winco SP7606	240	EA	\$3.78
Pasco Brokerage, Inc.	Carlisle 3068407	240	EA	\$4.60
Kommerical Kitchens	Carlisle 3068407	240	EA	\$4.68

Line 153 77779 - Pan, Muffin, 24 ct.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup ALKMP024	50	EA	\$30.14 ^d
Kirby Restaurant and Chemical Supply	Winco AMF-24NS	50	EA	\$39.00 ^d
<u>11400 Inc</u>	<u>Chicago Metallic 45525</u>	<u>50</u>	<u>EA</u>	<u>\$48.14</u> ^a
Sam Tell and Son Inc	Chicago Metallic 45525	50	EA	\$57.06
MAVICH	Chicago Metallic 45525	50	EA	\$60.87
Pasco Brokerage, Inc.	Chicago Metallic 45525	50	EA	\$61.65
Kommerical Kitchens	Chicago Metallic 45525	50	EA	\$66.86

Line 154 74261 - Pan, Pizza, Perforated - 17"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup ALPZ17	120	EA	\$4.30 ^d
11400 Inc	American Metalcraft CTP17P	120	EA	\$7.49 ^d
<u>Sam Tell and Son Inc</u>	<u>Browne 575357</u>	<u>120</u>	<u>EA</u>	<u>\$11.42</u> ^a
Pasco Brokerage, Inc.	Browne 57357	120	EA	\$11.45
Kirby Restaurant and Chemical Supply	Volrath PC16PN	120	EA	\$11.70

Line 155 77800 - Pan, Pizza, Solid - 17"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>American Metalcraft TP17</u>	<u>120</u>	<u>EA</u>	<u>\$4.59</u> ^a
Kirby Restaurant and Chemical Supply	Winco APZT-17	120	EA	\$4.98
Pollock Investments Incorporated	Thundergroup ALPTWR017	120	EA	\$5.61
Kommerical Kitchens	American Metalcraft TP17	120	EA	\$5.63
Sam Tell and Son Inc	American Metalcraft TP17	120	EA	\$5.63
Pasco Brokerage, Inc.	American Metalcraft TP17	120	EA	\$6.45
MAVICH	American Metalcraft TP17	120	EA	\$7.68

Line 156 74271 - Pan, Sheet, Full Size - 17¾" x 25¾" x 1"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407BUNFULL	312	EA	\$4.76 ^d
Pollock Investments Incorporated	Thundergroup ALSP1826M	312	EA	\$10.62 ^b
<u>Sam Tell and Son Inc</u>	<u>Stanton 1018</u>	<u>312</u>	<u>EA</u>	<u>\$12.76</u> ^a
Pasco Brokerage, Inc.	Stanton 1018	312	EA	\$12.87
Kirby Restaurant and Chemical Supply	Winco ALXP-1826	312	EA	\$13.25

Line 157 74281 - Pan, Sheet, Half Size - 13" x 18"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407BUNHALF	48	EA	\$3.86 ^d
<u>Sam Tell and Son Inc</u>	<u>Stanton 1017</u>	<u>48</u>	<u>EA</u>	<u>\$7.90</u> ^a
Pasco Brokerage, Inc.	Stanton 1017	48	EA	\$8.30
Kirby Restaurant and Chemical Supply	Winco ALXP-1813H	48	EA	\$10.98

Line 158 74290 - Pan, Sheet, Perforated, Full Size - 18" x 26" x 1"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407FULLPERF	12	EA	\$6.83 ^d
Sam Tell and Son Inc	Stanton 1018P	12	EA	\$14.82 ^a
Pasco Brokerage, Inc.	Stanton 1018P	12	EA	\$15.78
Kirby Restaurant and Chemical Supply	Winco ALXP-1826P	12	EA	\$19.89

Line 159 78591 - Pan, Stainless Steel, Inset for 7 1/4 quart Pot

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco INSC-7M	5	EA	\$4.89 ^d
11400 Inc	Choice 407INC7	5	EA	\$7.19 ^d
Pollock Investments Incorporated	Thundergroup SLIP002	5	EA	\$9.02 ^d
Sam Tell and Son Inc	Stanton 4818	5	EA	\$10.48 ^a
Kommerical Kitchens	Winco INS-7.0M	5	EA	\$11.84
Pasco Brokerage, Inc.	Stanton 4818	5	EA	\$12.69

Line 160 74310 - Pan, Steam Table, 1/2 Size Long - 2 1/2" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070522	36	EA	\$7.64 ^c
Sam Tell and Son Inc	Stanton SP-1202LONG	36	EA	\$10.00 ^a
Pasco Brokerage, Inc.	Stanton SP-1202LONG	36	EA	\$10.58
Kirby Restaurant and Chemical Supply	Winco SPJH-2HL	36	EA	\$14.00
Kommerical Kitchens	Winco SPJH-2HL	36	EA	\$15.34
Pollock Investments Incorporated	Thundergroup STPA2122L	36	EA	\$17.05

^e Line 161 Pan, Steam Table, 1/2 Size Short - 2 1/2" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton SP-1202	36	EA	\$6.79
Pasco Brokerage, Inc.	Stanton SP-1202	36	EA	\$7.32
Kirby Restaurant and Chemical Supply	Winco SPJH-202	36	EA	\$11.00

Line 162 74300 - Pan, Steam Table, 1/2 Size Long - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070542	36	EA	\$9.44 ^c
Sam Tell and Son Inc	Stanton SP-1204LONG	36	EA	\$12.25 ^a
Pasco Brokerage, Inc.	Stanton SP-1204LONG	36	EA	\$13.14
Kirby Restaurant and Chemical Supply	Winco SPJH-4HL	36	EA	\$17.15
Kommerical Kitchens	Winco SPJH-4HL	36	EA	\$18.96
Pollock Investments Incorporated	Thundergroup STPA2124L	36	EA	\$22.10

Line 163 74311 - Pan, Steam Table, 1/2 Size - 2 1/2" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070229	36	EA	\$5.84 ^c
Sam Tell and Son Inc	Stanton SP-1202	36	EA	\$6.79 ^a
Pasco Brokerage, Inc.	Stanton SP-1202	36	EA	\$7.32
Kirby Restaurant and Chemical Supply	Winco SPJH-202	36	EA	\$9.58
Pollock Investments Incorporated	Thundergroup STPA2122	36	EA	\$10.40
Kommerical Kitchens	Volrath 20229	36	EA	\$11.73

Line 164 74320 - Pan, Steam Table, 1/2 Size - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070249	96	EA	\$7.19 ^c
Sam Tell and Son Inc	Stanton Trading SP-1204	96	EA	\$8.26 ^a
Pasco Brokerage, Inc.	Stanton SP-1204	96	EA	\$10.23
Pollock Investments Incorporated	Thundergroup STPA2124	96	EA	\$12.76
Kirby Restaurant and Chemical Supply	Winco SPJH-204	96	EA	\$12.98
Kommerical Kitchens	Volrath 20249	96	EA	\$15.01

Line 165 74330 - Pan, Steam Table, 1/2 Size - 6" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070269	48	EA	\$9.89 ^c
Sam Tell and Son Inc	Stanton SP-1206	48	EA	\$12.18 ^a
Pasco Brokerage, Inc.	Stanton SP-1206	48	EA	\$13.05
Kirby Restaurant and Chemical Supply	Winco SPJH-206	48	EA	\$17.45
Pollock Investments Incorporated	Thundergroup STPA2126	48	EA	\$18.76
Kommerical Kitchens	Volrath 20269	48	EA	\$24.15

Line 166 74336 - Pan, Steam Table, 1/3 Size - 2½" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070329	12	EA	\$4.76 ^c
<u>Sam Tell and Son Inc</u>	<u>Stanton SP-1302</u>	<u>12</u>	<u>EA</u>	<u>\$5.58</u> ^a
Pasco Brokerage, Inc.	Stanton SP-1302	12	EA	\$6.18
Kirby Restaurant and Chemical Supply	Winco SPJH-302	12	EA	\$8.24
Pollock Investments Incorporated	Thundergroup STPA2132	12	EA	\$8.69
Kommerical Kitchens	Volrath 20329	12	EA	\$9.89

Line 167 74333 - Pan, Steam Table, 1/3 Size - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070349	48	EA	\$5.84 ^c
<u>Sam Tell and Son Inc</u>	<u>Stanton SP-1304</u>	<u>48</u>	<u>EA</u>	<u>\$6.77</u> ^a
Pasco Brokerage, Inc.	Stanton SP-1304	48	EA	\$8.30
Pollock Investments Incorporated	Thundergroup STPA2134	48	EA	\$10.72
Kirby Restaurant and Chemical Supply	Winco SPJH-304	48	EA	\$11.00
Kommerical Kitchens	Volrath 20349	48	EA	\$14.43

Line 168 74340 - Pan, Steam Table, 1/3 Size - 6" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070369	36	EA	\$8.81 ^c
<u>Sam Tell and Son Inc</u>	<u>Stanton SP-1306</u>	<u>36</u>	<u>EA</u>	<u>\$10.54</u> ^a
Pasco Brokerage, Inc.	Stanton SP-1306	36	EA	\$11.19
Kirby Restaurant and Chemical Supply	Winco SPJH-306	36	EA	\$14.92
Pollock Investments Incorporated	Thundergroup STPA2136	36	EA	\$16.32
Kommerical Kitchens	Volrath 20369	36	EA	\$17.88

Line 169 74350 - Pan, Steam Table, 2/3 Size - 2½" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Winco SPTT2	12	EA	\$10.10 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco SPTT2</u>	<u>12</u>	<u>EA</u>	<u>\$10.98</u> ^a
Sam Tell and Son Inc	Winco SPTT2	12	EA	\$11.77
Kommerical Kitchens	Winco SPTT2	12	EA	\$11.77
11400 Inc	Choice 4070122	12	EA	\$13.04
Pollock Investments Incorporated	Thundergroup STPA2232	12	EA	\$18.63

Line 170 74360 - Pan, Steam Table, 2/3 Size - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Winco SPTT4	36	EA	\$12.30 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco SPTT4</u>	<u>36</u>	<u>EA</u>	<u>\$12.89</u> ^a
Sam Tell and Son Inc	Winco SPTT4	36	EA	\$14.32
Kommerical Kitchens	Winco SPTT4	36	EA	\$14.32
11400 Inc	Choice 4070142	36	EA	\$15.29
Pollock Investments Incorporated	Thundergroup STPA2234	36	EA	\$24.67

Line 171 74370 - Pan, Steam Table, 2/3 Size - 6" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Winco SPTT6	12	EA	\$17.75 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco SPTT6</u>	<u>12</u>	<u>EA</u>	<u>\$19.03</u> ^a
11400 Inc	Choice 4070162	12	EA	\$20.69
Sam Tell and Son Inc	Winco SPTT6	12	EA	\$20.70
Kommerical Kitchens	Winco SPTT6	12	EA	\$20.70
Pollock Investments Incorporated	Thundergroup STPA2236	12	EA	\$33.62

Line 172 74380 - Pan, Steam Table, Full Size - 2" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070029	216	EA	\$8.99 ^c
<u>Sam Tell and Son Inc</u>	<u>Stanton SP-2002</u>	<u>216</u>	<u>EA</u>	<u>\$10.60</u> ^a
Pasco Brokerage, Inc.	Stanton SP-2002	216	EA	\$12.17
Kirby Restaurant and Chemical Supply	Winco SPJH-102	216	EA	\$16.22
Pollock Investments Incorporated	Thundergroup STPA2002	216	EA	\$16.99
Kommerical Kitchens	Volrath 20029	216	EA	\$19.15

Line 173 74345 - Pan, Steam Table, Full Size - 4" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070049	108	EA	\$11.69 ^c
<u>Sam Tell and Son Inc</u>	<u>Stanton SP-2004</u>	<u>108</u>	<u>EA</u>	<u>\$14.52</u> ^a
Pasco Brokerage, Inc.	Stanton SP-2004	108	EA	\$16.68
Pollock Investments Incorporated	Thundergroup STPA2004	108	EA	\$22.07
Kirby Restaurant and Chemical Supply	Winco SPJH-104	108	EA	\$22.24
Kommerical Kitchens	Volrath 20049	108	EA	\$22.71

Line 174 74395 - Pan, Steam Table, Full Size - 6" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070069	96	EA	\$16.19 ^c
<u>Sam Tell and Son Inc</u>	<u>Stanton SP-2006</u>	<u>96</u>	<u>EA</u>	<u>\$19.00</u> ^a
Pasco Brokerage, Inc.	Stanton SP-2006	96	EA	\$22.56
Pollock Investments Incorporated	Thundergroup STPA2006	96	EA	\$29.53
Kirby Restaurant and Chemical Supply	Winco SPJH-106	96	EA	\$30.00
Kommerical Kitchens	Volrath 20069	96	EA	\$34.16

Line 175 76350 - Pan, Steam Table, Perforated, Full Size - 2½" Deep

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4070023	24	EA	\$10.34 ^c
<u>Sam Tell and Son Inc</u>	<u>Stanton SP-2002P</u>	<u>24</u>	<u>EA</u>	<u>\$12.48</u> ^a
Pollock Investments Incorporated	Thundergroup STPA3002PF	24	EA	\$15.43
Pasco Brokerage, Inc.	Stanton SP-2002P	24	EA	\$15.60
Kirby Restaurant and Chemical Supply	Winco SPJH-102PF	24	EA	\$20.80
Kommerical Kitchens	Winco SPJH-102PF	24	EA	\$22.56

Line 176 78050 - Peeler, Straight

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Thundergroup SLKVP006</u>	<u>12</u>	<u>EA</u>	<u>\$1.23</u> ^a
Pasco Brokerage, Inc.	Stanton 491	12	EA	\$1.41
Sam Tell and Son Inc	Stanton 491	12	EA	\$1.50
11400 Inc	Choice 407pysm2	12	EA	\$3.59
Kommerical Kitchens	Winco VP-1	12	EA	\$14.83
Kirby Restaurant and Chemical Supply	Winco VP-1	12	EA	\$17.00

Line 177 72271 - Pitcher, Aluminum, 3 Quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>Acopa 176PITCH3QSS</u>	<u>12</u>	<u>EA</u>	<u>\$13.49</u> ^a
Pasco Brokerage, Inc.	Acopa 176PITCH3QSS	12	EA	\$17.70
Kommerical Kitchens	Winco WPB-3C	12	EA	\$19.71
Kirby Restaurant and Chemical Supply	Winco WPB-3C	12	EA	\$25.00
Sam Tell and Son Inc	Winco WPB-3CH	12	EA	\$32.83

Line 178 78380 - Pizza Board, 18" Diameter

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Victorinox 429-231801	75	EA	\$37.25 ^b
Sam Tell and Son Inc	Winco WPP-1842	75	EA	\$38.25 ^d
<u>Kommerical Kitchens</u>	<u>Victorinox 429-231801</u>	<u>75</u>	<u>EA</u>	<u>\$41.01</u> ^a

Line 179 77230 - Plate, Adapter

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup SLPHAP088	5	EA	\$14.55 ^c
Sam Tell and Son Inc	Winco ADP-608	5	EA	\$57.21 ^c
Pasco Brokerage, Inc.	Volrath 19192	5	EA	\$61.15 ^b
<u>11400 Inc</u>	<u>Volrath 19192</u>	<u>5</u>	<u>EA</u>	<u>\$63.32</u> ^a
Kommerical Kitchens	Volrath 19192	5	EA	\$66.19
Kirby Restaurant and Chemical Supply	Volrath 19192	5	EA	\$71.94

Line 180 72280 - Pot Holder - 8½" x 11"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton PG-1	1600	PR	\$3.41 ^d
<u>Kirby Restaurant and Chemical Supply</u>	<u>Winco PH-811W</u>	<u>1600</u>	<u>PR</u>	<u>\$6.65</u> ^a
Pasco Brokerage, Inc.	Chef Revival CLPG1-2	1600	PR	\$8.40
Kommerical Kitchens	Chef Revival CLPG1-2	1600	PR	\$8.70
11400 Inc	Choice 160TPHSTRAP	1600	PR	\$19.79

Line 181 74412 - Pot, Stock With Lid - 8 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup ALSKSP101	10	EA	\$9.58 ^c
<u>11400 Inc</u>	<u>Vigor 473SSPOT8</u>	<u>10</u>	<u>EA</u>	<u>\$26.99</u> ^a
Kommerical Kitchens	Libertyware POT08/POTC08	10	EA	\$27.84
Sam Tell and Son Inc	Stanton ASTP8	10	EA	\$33.19
Pasco Brokerage, Inc.	Stanton ASTP8/ASTPL8	10	EA	\$38.96
Kirby Restaurant and Chemical Supply	Winco ALST-8/ALPC-8	10	EA	\$41.00

Line 182 76371 - Pot, Stock With Lid - 12 quart

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup ALSKSP102	50	EA	\$11.33 ^c
<u>Kommerical Kitchens</u>	<u>Libertyware POT12/POTC12</u>	<u>50</u>	<u>EA</u>	<u>\$34.17</u> ^a
Sam Tell and Son Inc	ASTP12	50	EA	\$34.20
11400 Inc	Vigor 473SSPOT12	50	EA	\$35.09
Kirby Restaurant and Chemical Supply	Winco ALST-12/ALPC-10	50	EA	\$36.10
Pasco Brokerage, Inc.	Stanton ASTP12/ASTPL12	50	EA	\$44.07

^e **Line 183 77822 - Rack, 3 Tier Black Wire, Narrow, Counter-Top**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Hubert 49771	20	EA	\$77.75
Sam Tell and Son Inc	Cal-Mil 841	20	EA	\$96.36

^e **Line 184 77821 - Rack, 3 Tier Black Wire, Wide, Counter-Top**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Hubert 13124	25	EA	\$91.50
Sam Tell and Son Inc	Cal-Mil 841	25	EA	\$96.36

Line 185 77820 - Rack, 4 Tier Black Basket, Floor Stand

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pasco Brokerage, Inc.</u>	<u>Hubert 49771</u>	<u>20</u>	<u>EA</u>	<u>\$77.75</u> ^a
Sam Tell and Son Inc	Hubert 75118	20	EA	\$338.51

Line 186 77520 - Rack, Bagging, Cookie

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>Choice 130DPSTAND</u>	<u>10</u>	<u>EA</u>	<u>\$11.69</u> ^a
Kommerical Kitchens	Choice 130DPSTAND	10	EA	\$14.42
Pollock Investments Incorporated	Elkay DPQSTAND	10	EA	\$29.23
Pasco Brokerage, Inc.	Choice 130DPKT6563	10	EA	\$35.35
Sam Tell and Son Inc	Hubert 80083	10	EA	\$35.50

Line 187 76382 - Rack, Display, Metal - 5 Shelf

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pasco Brokerage, Inc.</u>	<u>Mobile B3051-B</u>	<u>10</u>	<u>EA</u>	<u>\$375.00</u> ^a
Sam Tell and Son Inc	Renfro Industries RIBKRI03	10	EA	\$375.00

Line 188 76381 - Rack, Display, Metal - 6 Shelf

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pasco Brokerage, Inc.</u>	<u>Hubert 86497</u>	<u>10</u>	<u>EA</u>	<u>\$880.00</u> ^a
Sam Tell and Son Inc	Hubert 42666	10	EA	\$1,291.04

Line 189 76390 - Rack, Refrigerator/Proofer, 20 3/8" x 64" x 26"Four 5" platform casters included.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>New Age 1336</u>	<u>15</u>	<u>EA</u>	<u>\$756.50</u> ^a
Pasco Brokerage, Inc.	New Age 1331	15	EA	\$770.05
Sam Tell and Son Inc	New Age 1336	15	EA	\$808.51
Kirby Restaurant and Chemical Supply	New Age 1336	15	EA	\$862.41
Kommerical Kitchens	New Age 1336	15	EA	\$945.63

Line 190 Rack, Refrigerator/Proofer, 20 3/8" x 64" x 26"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	New Age 1331	15	EA	\$539.00^a
Pasco Brokerage, Inc.	New Age 1331	15	EA	\$570.00
Sam Tell and Son Inc	New Age 1331	15	EA	\$576.06
Kirby Restaurant and Chemical Supply	New Age 1331	15	EA	\$614.46
Kommerical Kitchens	New Age 1331	15	EA	\$673.75

Line 191 Rack, Refrigerator/Proofer, 20 3/8" x 64" x 26"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	New Age 1330	15	EA	\$642.50^a
Pasco Brokerage, Inc.	New Age 1330	15	EA	\$679.50
Sam Tell and Son Inc	New Age 1330	15	EA	\$686.67
Kirby Restaurant and Chemical Supply	New Age 1330	15	EA	\$732.45
Kommerical Kitchens	New Age 1330	15	EA	\$803.13

Line 192 73270 - Riser for Beverage Dispensers

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Cambro R500LCD110	20	EA	\$66.49^a
Kommerical Kitchens	Cambro R500LCD110	20	EA	\$68.05
Sam Tell and Son Inc	Cambro R500LCD110	20	EA	\$73.98
Pasco Brokerage, Inc.	Cambro R500LCD110	20	EA	\$74.00
Kirby Restaurant and Chemical Supply	Cambro R500LCD110	20	EA	\$78.90

Line 193 76400 - Scale, Digital - 22 lb.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco SCAL-D22	25	EA	\$55.00 ^c
11400 Inc	Taylor TE22FT	25	EA	\$65.99^a
Pasco Brokerage, Inc.	Taylor TE22FT	25	EA	\$72.30
Sam Tell and Son Inc	Stanton DPS-25	25	EA	\$73.50
Kommerical Kitchens	Taylor TE22FT	25	EA	\$79.04
Pollock Investments Incorporated	Taylor TE22FT	25	EA	\$95.28
MAVICH	Taylor TE22FT	25	EA	\$99.27

Line 194 73280 - Scale, Mechanical - 16 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Taylor TP16	10	EA	\$22.99^a
Pasco Brokerage, Inc.	Taylor TP16	10	EA	\$25.25
Kommerical Kitchens	Taylor TP16	10	EA	\$26.19
Pollock Investments Incorporated	Taylor TP16	10	EA	\$33.24
Sam Tell and Son Inc	Stanton DPS-32	10	EA	\$33.46
Kirby Restaurant and Chemical Supply	Winco SCAL-62	10	EA	\$43.13

Line 195 72300 - Scoop for Ice, Aluminum, Small - 12 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407ALSC12	12	EA	\$1.79^a
Sam Tell and Son Inc	Stanton 401	12	EA	\$1.98
Pollock Investments Incorporated	Thundergroup ALTWSC012	12	EA	\$2.73
Kommerical Kitchens	Winco AS-12	12	EA	\$2.74
Kirby Restaurant and Chemical Supply	Winco AS-12	12	EA	\$3.24
Pasco Brokerage, Inc.	American Metalcraft ASC12	12	EA	\$4.55

Line 196 78030 - Scoop for Ice, Aluminum, Medium - 24 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407ALSC24	12	EA	\$3.32^a
Sam Tell and Son Inc	Stanton ALSC24	12	EA	\$3.55
Pollock Investments Incorporated	Thundergroup ALTWSC024	12	EA	\$4.81
Kommerical Kitchens	Winco AS-24	12	EA	\$4.83
Kirby Restaurant and Chemical Supply	Winco AS-24	12	EA	\$5.58
Pasco Brokerage, Inc.	American Metalcraft ASC24	12	EA	\$7.55

Line 197 72290 - Scoop for Ice, Aluminum, Large - 58 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407ALSC58	12	EA	\$6.29^a
Sam Tell and Son Inc	Stanton ALSC58	12	EA	\$6.99
Pollock Investments Incorporated	Thundergroup ALTWSC058	12	EA	\$9.06
Kommerical Kitchens	Winco AS-58	12	EA	\$9.10
Kirby Restaurant and Chemical Supply	Winco AS-58	12	EA	\$9.25
Pasco Brokerage, Inc.	American Metalcraft ASC58	12	EA	\$13.15

Line 198 77641 - Scoop for Ice, Plastic, Small - 12 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 176PCSCOOP12	24	EA	\$2.42^a
Pollock Investments Incorporated	Thundergroup PLSC012CL	24	EA	\$2.49
Sam Tell and Son Inc	Stanton PCSCP-12	24	EA	\$2.58
Kirby Restaurant and Chemical Supply	Winco PS-10	24	EA	\$2.98
Pasco Brokerage, Inc.	Libertyware ISP12	24	EA	\$3.08
Kommerical Kitchens	Cambro SCP12CW135	24	EA	\$4.63

Line 199 76421 - Screen, Pizza, Aluminum 16"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Winco APZS-16	35	EA	\$3.80 ^b
Sam Tell and Son Inc	ABC Pro PS-16	35	EA	\$3.94^a
Pollock Investments Incorporated	Thundergroup ALPZ16	35	EA	\$4.20
Kommerical Kitchens	Winco APZS-16	35	EA	\$4.22
Kirby Restaurant and Chemical Supply	Winco APZC-16	35	EA	\$5.00

Line 200 72311 - Shaker, Salt and Pepper

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco G-110	12	PR	\$0.90^a
Pollock Investments Incorporated	Tablecraft 155S&P-2	12	PR	\$1.19
11400 Inc	Choice 176gl2SSP	12	PR	\$7.64
Pasco Brokerage, Inc.	Stanton 1003SP	12	PR	\$8.46
Sam Tell and Son Inc	Stanton 1003SP	12	PR	\$8.50

Line 201 72320 - Shaker/Dredge Set with Lids - 10 oz. Capacity

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 40710OZDRSSH	20	EA	\$1.52^a
Sam Tell and Son Inc	Stanton 951	20	EA	\$2.04
Pollock Investments Incorporated	Thundergroup PLRDH003	20	EA	\$2.33
Pasco Brokerage, Inc.	Stanton 951	20	EA	\$2.39
Kirby Restaurant and Chemical Supply	Winco PDG-10AC	20	EA	\$2.98

Line 202 72071 - Sharpener, Knife, Double Blade

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco KSP-2	12	EA	\$19.89 ^c
11400 Inc	Mercer M10200	12	EA	\$44.99^a
Kommerical Kitchens	Mercer M10200	12	EA	\$47.55
Sam Tell and Son Inc	Mercer M10200	12	EA	\$47.85
Pasco Brokerage, Inc.	Mercer M10200	12	EA	\$54.40

Line 203 72330 - Sharpener, Knife, Single Blade

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Dexter EDGE-1	12	EA	\$8.78^a
Pasco Brokerage, Inc.	Dexter EDGE-1	12	EA	\$9.50
Kirby Restaurant and Chemical Supply	Winco EDGE-1	12	EA	\$9.89
Kommerical Kitchens	Dexter EDGE-1	12	EA	\$18.72

Line 204 73290 - Silverware Cylinder - 5 5/8"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kommerical Kitchens	Winco FC-PL	24	EA	\$0.95 ^c
Pasco Brokerage, Inc.	Stanton 6907	24	EA	\$1.02^a
Kirby Restaurant and Chemical Supply	Winco FC-PL	24	EA	\$1.15
11400 Inc	Choice 176PRFCYLPBK	24	EA	\$1.25
Sam Tell and Son Inc	Stanton 6907	24	EA	\$2.28
Pollock Investments Incorporated	Volrath 52633	24	EA	\$4.22

Line 205 72340 - Spatula, Rubber - 10"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 40710HSPTULA	60	EA	\$1.25^a
Pollock Investments Incorporated	Thundergroup PLSP010HR	60	EA	\$1.85
Kirby Restaurant and Chemical Supply	Winco PSD-10	60	EA	\$1.99
Sam Tell and Son Inc	Stanton Trading HHS-10R	60	EA	\$2.01
Pasco Brokerage, Inc.	Stanton HHS-10R	60	EA	\$2.21
Kommerical Kitchens	Volrath 52010	60	EA	\$9.21

Line 206 72351 - Spatula, Rubber - 14"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 40714HSPTULA	40	EA	\$2.87^a
Pollock Investments Incorporated	Thundergroup PLSP014HR	40	EA	\$4.23
Sam Tell and Son Inc	Stanton Trading HHS-14R	40	EA	\$4.53
Kirby Restaurant and Chemical Supply	Winco PSD-14	40	EA	\$4.89
Pasco Brokerage, Inc.	Stanton HHS-14R	40	EA	\$4.94
Kommerical Kitchens	Volrath 52023	40	EA	\$12.06

Line 207 Spoon, Plastic, Solid, 8" Handle

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 40714HSPTULA	300	EA	\$0.62 ^c
Sam Tell and Son Inc	Winco CVBS-10K	300	EA	\$1.04 ^c
Kirby Restaurant and Chemical Supply	Winco CVBS-10K	300	EA	\$1.49 ^c
Kommerical Kitchens	Cambro SPO8CW110	300	EA	\$1.68^a
Pollock Investments Incorporated	Cambro SPO8CW110	300	EA	\$1.99
Pasco Brokerage, Inc.	Cambro SPO8CW110	300	EA	\$2.50

^e **Line 208 Spoon, Plastic, Solid, 10" Handle.**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Winco CVBS-10K	300	EA	\$1.04
Kirby Restaurant and Chemical Supply	Winco NC-SS1	300	EA	\$1.69
Kommerical Kitchens	Cambro SPO10CW110	300	EA	\$1.81
Pollock Investments Incorporated	Cambro SPO10CW110	300	EA	\$2.14
Pasco Brokerage, Inc.	Cambro SPO10CW110	300	EA	\$2.65

Line 209 78600 - Spoon, Plastic, Perforated, Black - 11"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup PLSS113BK	12	EA	\$1.20 ^b
Pollock Investments Incorporated	Carlisle 441103	12	EA	\$1.95^a
11400 Inc	Carlisle 271N4411BK	12	EA	\$1.97
Sam Tell and Son Inc	Cambro SPOP11CW110	12	EA	\$2.36
Pasco Brokerage, Inc.	Carlisle 441103	12	EA	\$2.75
Kommerical Kitchens	Carlisle 441103	12	EA	\$2.92
Kirby Restaurant and Chemical Supply	Carlisle 441103	12	EA	\$2.98
MAVICH	Carlisle 441103	12	EA	\$3.09

Line 210 73300 - Spoon, Plastic, Solid, Black - 13"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup PLSS211BK	12	EA	\$1.33 ^b
Pollock Investments Incorporated	Carlisle 442003	12	EA	\$2.98^a
11400 Inc	Carlisle 442003	12	EA	\$3.41
Sam Tell and Son Inc	Carlisle 442003	12	EA	\$3.98
Pasco Brokerage, Inc.	Carlisle 442003	12	EA	\$4.20
Kommerical Kitchens	Carlisle 442003	12	EA	\$4.46
Kirby Restaurant and Chemical Supply	Carlisle 442003	12	EA	\$4.85
MAVICH	Carlisle 442003	12	EA	\$8.85

Line 211 73310 - Spoon, Stainless Steel, Perforated - 13"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407PBS13	24	EA	\$0.87^a
Sam Tell and Son Inc	Stanton 4438	24	EA	\$1.24
Pollock Investments Incorporated	Thundergroup SLSBA213	24	EA	\$1.26
Pasco Brokerage, Inc.	Stanton 4438	24	EA	\$1.32
Kommerical Kitchens	Winco BSPT-13H	24	EA	\$1.53
Kirby Restaurant and Chemical Supply	Winco BSPT-13H	24	EA	\$1.59

Line 212 73321 - Spoon, Stainless Steel, Solid - 13"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton 4434	24	EA	\$1.24^a
11400 Inc	Choice 407SBS13	24	EA	\$1.25
Pollock Investments Incorporated	Thundergroup SLSBA211	24	EA	\$1.26
Pasco Brokerage, Inc.	Stanton 4434	24	EA	\$1.32
Kommerical Kitchens	Winco BSOT-13H	24	EA	\$1.53
Kirby Restaurant and Chemical Supply	Winco BSOT-13H	24	EA	\$1.89

Line 213 73322 - Squeezer, Citrus, Hand-Held

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton 128	5	EA	\$1.25^a
Pasco Brokerage, Inc.	Stanton 128	5	EA	\$1.50
Kommerical Kitchens	Winco LS-3	5	EA	\$4.29
Kirby Restaurant and Chemical Supply	Winco LS-3	5	EA	\$4.29
Pollock Investments Incorporated	Winco LS-3	5	EA	\$4.48
11400 Inc	Choice 3278645	5	EA	\$4.49

Line 214 70070 - Step Stool

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Cosco 31211829GGB	8	EA	\$54.89 ^c
Pollock Investments Incorporated	Rubbermaid FG252300BLA	8	EA	\$61.59^a
MAVICH	Xtend + Climb 962	8	EA	\$71.32
Pasco Brokerage, Inc.	Hailo 6DHF0	8	EA	\$125.85
Sam Tell and Son Inc	Rubbermaid FG252300BLA	8	EA	\$138.14

Line 215 73330 - Syrup, Dispenser - 48 oz.

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Winco PSUD-48	36	EA	\$1.31 ^b
Pasco Brokerage, Inc.	Winco PSUD-48	36	EA	\$4.65 ^b
Sam Tell and Son Inc	Winco PSUD-48	36	EA	\$5.38^c
Kommerical Kitchens	Winco PSUD-48	36	EA	\$5.38
Kirby Restaurant and Chemical Supply	Winco PSUD-48	36	EA	\$5.38
11400 Inc	Tablecraft 808748IV	36	EA	\$8.99

Line 216 72370 - Thermometer, Oven, 2 1/2"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Taylor 3506FS	200	EA	\$2.05 ^b
11400 Inc	Taylor 3506FS	200	EA	\$2.19^a
Kommerical Kitchens	Taylor 3506FS	200	EA	\$2.47
Sam Tell and Son Inc	Stanton 2903	200	EA	\$2.86
Pollock Investments Incorporated	Thundergroup SLTHD550	200	EA	\$3.10
Kirby Restaurant and Chemical Supply	Winco TMT-OV2	200	EA	\$3.15
MAVICH	Taylor 3506FS	200	EA	\$7.79

Line 217 72380 - Thermometer, Pocket Dial

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton Trading 2909	60	EA	\$1.95 ^d
Pasco Brokerage, Inc.	Taylor 3512FS	60	EA	\$2.05 ^b
Kommerical Kitchens	Taylor 3512FS	60	EA	\$2.34^a
11400 Inc	Taylor 3512FS	60	EA	\$2.39
Pollock Investments Incorporated	Thundergroup SLTH220C	60	EA	\$3.36
Kirby Restaurant and Chemical Supply	Winco TMT-P1	60	EA	\$3.49
MAVICH	Taylor 3512FS	60	EA	\$4.04

Line 218 72390 - Thermometer, Pocket Digital

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Taylor 9848EFDA	300	EA	\$13.35 ^b
11400 Inc	Taylor 9848EFDA	300	EA	\$14.49^a
Kirby Restaurant and Chemical Supply	Winco TMT-WD3	300	EA	\$14.72
Kommerical Kitchens	Taylor 9848EFDA	300	EA	\$16.39
Sam Tell and Son Inc	Taylor 9848EFDA	300	EA	\$19.79
MAVICH	Taylor 9848EFDA	300	EA	\$22.94
Pollock Investments Incorporated	Taylor 9848EFDA	300	EA	\$56.49

Line 219 72369 - Thermometer, Pocket Digital, Allergen Free Purple

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Taylor 9878EPR	100	EA	\$12.35 ^b
Kirby Restaurant and Chemical Supply	Winco TMT-WD3	100	EA	\$14.72 ^b
11400 Inc	Taylor 9878EPR	100	EA	\$14.84 ^a
Kommerical Kitchens	Taylor 9878EPR	100	EA	\$15.12
Sam Tell and Son Inc	Taylor 9878EPR	100	EA	\$18.26
Pollock Investments Incorporated	Taylor 9878EPR	100	EA	\$18.83
MAVICH	Taylor 9878EPR	100	EA	\$21.33

Line 220 72400 - Thermometer, Refrigerator/Freezer, Dial

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Stanton 2900	250	EA	\$2.00 ^d
Pasco Brokerage, Inc.	Taylor 3507FS	250	EA	\$2.05 ^b
11400 Inc	Taylor 3507FS	250	EA	\$2.29 ^a
Kommerical Kitchens	Taylor 3507FS	250	EA	\$2.47
Pollock Investments Incorporated	Thundergroup SLTHD080	250	EA	\$2.99
Kirby Restaurant and Chemical Supply	Winco TMT-RF2	250	EA	\$3.04
MAVICH	Taylor 350710D	250	EA	\$7.78

Line 221 72360 - Thermometer, Refrigerator/Freezer, Digital

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pasco Brokerage, Inc.	Taylor 1443	150	EA	\$4.60 ^b
11400 Inc	Taylor 1443	150	EA	\$5.19 ^a
Kommerical Kitchens	Taylor 1443	150	EA	\$5.61
Sam Tell and Son Inc	Stanton 2907	150	EA	\$6.77
MAVICH	Taylor 1443	150	EA	\$6.83
Pollock Investments Incorporated	Taylor 1443	150	EA	\$6.98
Kirby Restaurant and Chemical Supply	Carlisle THDGRF	150	EA	\$7.56

Line 222 Tie Down Strap, 5' 6" Long, 1" Wide

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Keeper 5715	100	EA	\$7.99 ^a
Pasco Brokerage, Inc.	Snap Loc 18ASLTC208CR	100	EA	\$18.75
MAVICH	Ancra 41048-10-GRA	100	EA	\$27.96
Sam Tell and Son Inc	Forbes HD-RATCHET STRAP	100	EA	\$54.38

Line 223 73350 - Tongs, Black, Plastic - 9"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407UTGS9BK	336	EA	\$0.71 ^a
Pasco Brokerage, Inc.	Winco CVST-9K	336	EA	\$1.15
Pollock Investments Incorporated	Thundergroup PLSGTG009BK	336	EA	\$1.19
Sam Tell and Son Inc	Winco CVST-9K	336	EA	\$1.26
Kirby Restaurant and Chemical Supply	Winco CVST-9K	336	EA	\$1.26
Kommerical Kitchens	Winco CVST-9K	336	EA	\$1.33

Line 224 73340 - Tongs, Black, Plastic - 12"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407UTGS12BK	120	EA	\$0.80 ^a
Pasco Brokerage, Inc.	Winco CVST-12K	120	EA	\$1.70
Pollock Investments Incorporated	Thundergroup PLSGTG012BK	120	EA	\$1.75
Sam Tell and Son Inc	Winco CVST-12K	120	EA	\$1.80
Kirby Restaurant and Chemical Supply	Winco CVST-12K	120	EA	\$1.81
Kommerical Kitchens	Winco CVST-12K	120	EA	\$1.90

Line 225 73360 - Tongs, Pom - 6"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 4076POMTONG	96	EA	\$0.44 ^a
Sam Tell and Son Inc	Stanton 201T	96	EA	\$0.66
Pasco Brokerage, Inc.	Stanton 201T	96	EA	\$0.75
Pollock Investments Incorporated	Thundergroup SLTG706	96	EA	\$1.38
Kommerical Kitchens	Volrath 47326	96	EA	\$6.47
Kirby Restaurant and Chemical Supply	Winco PT-6	96	EA	\$6.78

Line 226 76430 - Tongs, Spatula Style, Stainless Steel

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Carlisle 60211	50	EA	\$8.43 ^b
Pasco Brokerage, Inc.	Carlisle 60211	50	EA	\$10.90 ^b
<u>Kirby Restaurant and Chemical Supply</u>	<u>Carlisle 607697</u>	<u>50</u>	<u>EA</u>	<u>\$11.28</u> ^a
Kommerical Kitchens	Carlisle 60211	50	EA	\$11.65
Sam Tell and Son Inc	Carlisle 60211	50	EA	\$11.99
11400 Inc	Carlisle 607687	50	EA	\$21.14

Line 227 73381 - Tongs, Stainless Steel - 9"Spring ABC UTH-09-P

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup SLTHUT010	55	EA	\$1.11 ^c
<u>Kommerical Kitchens</u>	<u>Winco UT-9LT</u>	<u>55</u>	<u>EA</u>	<u>\$1.11</u> ^a
11400 Inc	Choice 407HDUT9	55	EA	\$1.16
Pasco Brokerage, Inc.	Stanton 212HD	55	EA	\$2.12
Kirby Restaurant and Chemical Supply	Winco UT-9HT	55	EA	\$2.25
Sam Tell and Son Inc	Stanton 212HD	55	EA	\$2.92

Line 228 73371 - Tongs, Stainless Steel - 12"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407HDUT12	40	EA	\$1.43 ^c
<u>Kommerical Kitchens</u>	<u>Winco UT-12LT</u>	<u>40</u>	<u>EA</u>	<u>\$1.51</u> ^a
Pollock Investments Incorporated	Thundergroup SLTHUT012	40	EA	\$1.52
Kirby Restaurant and Chemical Supply	Winco UT-12	40	EA	\$2.30
Pasco Brokerage, Inc.	Stanton 214HD	40	EA	\$2.48
Sam Tell and Son Inc	Stanton 214HD	40	EA	\$3.73

^e **Line 229 71080 - Tote, Red**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Tablecraft 1529R	150	EA	\$7.95
Sam Tell and Son Inc	Tablecraft 1529R	150	EA	\$13.85
Pasco Brokerage, Inc.	Orbis 4745899568RD	150	EA	\$17.75

^e **Line 230 Tote, White**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Tablecraft 1529W	50	EA	\$8.05
Sam Tell and Son Inc	Tablecraft 1529W	50	EA	\$17.63
Pasco Brokerage, Inc.	Orbis 4745899560GY	50	EA	\$17.75

^e **Line 231 Tote, Blue**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	CFS N4401014	50	EA	\$17.63
Pasco Brokerage, Inc.	Orbis 4745899562BL	50	EA	\$17.75

^e **Line 232 71070 - Tote Lid**

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Sam Tell and Son Inc	Tablecraft products 1531W	80	EA	\$5.10
Pollock Investments Incorporated	Tablecraft products 1531W	80	EA	\$5.91

Line 233 74420 - Tray, Display - 17 13/16" x 25 11/16" x 1 1/16"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pollock Investments Incorporated</u>	<u>Carlisle 2618FMTQ309</u>	<u>150</u>	<u>EA</u>	<u>\$19.72</u> ^a
Pasco Brokerage, Inc.	Carlisle 2618FMTQ309	150	EA	\$23.45
Kommerical Kitchens	Carlisle 2618FMTQ309	150	EA	\$23.89
Sam Tell and Son Inc	Carlisle 2618FMTQ309	150	EA	\$25.41
Kirby Restaurant and Chemical Supply	Carlisle 2618FMTQ309	150	EA	\$25.96
11400 Inc	Carlisle 2618FMTQ309	150	EA	\$124.49

Line 234 74430 - Tray, Display - 6 7/8" x 30" x 2".

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kirby Restaurant and Chemical Supply	Winco 630FMT309	12	EA	\$19.52 ^c
Sam Tell and Son Inc	Carlisle 1030FMT309	12	EA	\$20.04 ^c
<u>Kommerical Kitchens</u>	<u>Carlisle 6302FG309</u>	<u>12</u>	<u>EA</u>	<u>\$20.82</u> ^a
Pollock Investments Incorporated	Carlisle 6302FG309	12	EA	\$22.01
Pasco Brokerage, Inc.	Carlisle 6302FG309	12	EA	\$25.90
11400 Inc	Carlisle 6302FG309	12	EA	\$172.99

Line 235 74440 - Tray, Display - 8 7/8" x 25 1/2" x 1 1/2"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kommerical Kitchens	Carlisle 269FMT309	36	EA	\$12.62^a
Pollock Investments Incorporated	Carlisle 269FMT309	36	EA	\$13.34
Pasco Brokerage, Inc.	Carlisle 269FMT301	36	EA	\$15.70
Kirby Restaurant and Chemical Supply	Winco 269FMT309	36	EA	\$18.52
Sam Tell and Son Inc	Carlisle 269FG004	36	EA	\$18.59
11400 Inc	Carlisle 269FMT309	36	EA	\$162.99

Line 236 78400 - Tray, Display - 30" x 12 7/16" x 1 1/16"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Kommerical Kitchens	Carlisle 1230FMT309	36	EA	\$19.09^a
Pollock Investments Incorporated	Carlisle 1230FMT309	36	EA	\$20.18
Pasco Brokerage, Inc.	Carlisle 1230FMT309	36	EA	\$23.70
Sam Tell and Son Inc	Carlisle 1230FMT309	36	EA	\$25.66
Kirby Restaurant and Chemical Supply	Carlisle 1230FMT309	36	EA	\$27.97
11400 Inc	Carlisle 1230FMT309	36	EA	\$254.99

Line 237 74450 - Tray, Drip, Black - 4 x 4

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
Pollock Investments Incorporated	Thundergroup ALDT045	24	EA	\$1.77 ^c
11400 Inc	Cal-Mil 681-4-13	24	EA	\$9.40^a
Sam Tell and Son Inc	Cal-Mil 681-4-13	24	EA	\$9.79
Pasco Brokerage, Inc.	Cal Mil 681-4-13	24	EA	\$10.90
Kommerical Kitchens	Cal-Mil 681-4-13	24	EA	\$10.91
Kirby Restaurant and Chemical Supply	Cal-Mil 681-4-13	24	EA	\$15.66

Line 238 73391 - Turner, Hamburger - 4 3/4" x 3"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407TRNRSW43	60	EA	\$2.69^a
Pollock Investments Incorporated	Thundergroup SLHT064P	60	EA	\$3.89
Kommerical Kitchens	Winco TN46	60	EA	\$4.27
Pasco Brokerage, Inc.	Stanton PL7405	60	EA	\$4.41
Kirby Restaurant and Chemical Supply	Winco TKP-41	60	EA	\$4.89
Sam Tell and Son Inc	Stanton PL7405	60	EA	\$5.44

Line 239 73400 - Turner, Hamburger - 8 1/4" x 3"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Choice 407TRNRSW83	24	EA	\$2.69^a
Kirby Restaurant and Chemical Supply	Winco TN249	24	EA	\$2.99
Pasco Brokerage, Inc.	Libertyware WHT103	24	EA	\$3.58
Pollock Investments Incorporated	Thundergroup SLTWBT075	24	EA	\$4.06
MAVICH	Crestware WHT103	24	EA	\$5.08
Sam Tell and Son Inc	Stanton PL7408	24	EA	\$5.32
Kommerical Kitchens	Mercer M18700	24	EA	\$12.81

Line 240 76440 - Vegetable Dicer, 3/8" Cut

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Volrath 92215001	10	EA	\$228.20^a
Sam Tell and Son Inc	Winco HCD-375	10	EA	\$233.10
Pasco Brokerage, Inc.	Volrath 15001	10	EA	\$242.35
Kommerical Kitchens	Volrath 15001	10	EA	\$262.42
Kirby Restaurant and Chemical Supply	Volrath 15001	10	EA	\$271.66
Pollock Investments Incorporated	Volrath 15001	10	EA	\$314.31

Line 241 76450 - Vegetable Dicer, Replacement Blade 3/8" Cut

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Volrath 92215063	20	EA	\$85.73^a
Sam Tell and Son Inc	Winco HCD-375BK	20	EA	\$87.58
Pasco Brokerage, Inc.	Volrath 15063	20	EA	\$91.05
Kommerical Kitchens	Volrath 15063	20	EA	\$98.58
Kirby Restaurant and Chemical Supply	Volrath 15063	20	EA	\$107.16
Pollock Investments Incorporated	Volrath 15063	20	EA	\$118.08

Line 242 76451 - Vegetable Dicer, Replacement Block Pusher Head for 3/8" Dicer

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pasco Brokerage, Inc.</u>	<u>Volrath 379007</u>	<u>5</u>	<u>EA</u>	<u>\$27.40</u> ^a
11400 Inc	Volrath 379007	5	EA	\$30.59
Sam Tell and Son Inc	Winco HCD-375BK	5	EA	\$49.95
Kirby Restaurant and Chemical Supply	Volrath 15060	5	EA	\$342.99

Line 243 76460 - Vegetable Dicer, Replacement Rubber Bumper for 3/8" Dicer

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>Pasco Brokerage, Inc.</u>	<u>Volrath 2241001</u>	<u>10</u>	<u>EA</u>	<u>\$2.00</u> ^a
Pollock Investments Incorporated	Volrath 2241001	10	EA	\$2.82
11400 Inc	Volrath 2241001	10	EA	\$3.59
Sam Tell and Son Inc	Winco HCD-375BK	10	EA	\$49.95

Line 244 77190 - Water Hose, Rubber

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>MAVICH</u>	<u>Tough Guy 423H83</u>	<u>12</u>	<u>EA</u>	<u>\$25.79</u> ^a
11400 Inc	Lavex 257H3450BS	12	EA	\$40.49
Sam Tell and Son Inc	Axia H50R	12	EA	\$61.06
Pasco Brokerage, Inc.	Tough Guy 423H83	12	EA	\$63.45
Pollock Investments Incorporated	Apex 8695 50	12	EA	\$65.22

Line 245 77180 - Water Hose Nozzle

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
11400 Inc	Notrax 844nozzle	12	EA	\$11.09 ^c
Sam Tell and Son Inc	Allpoints 1591015	12	EA	\$12.86 ^c
<u>Pasco Brokerage, Inc.</u>	<u>Gilmour 655012-1001</u>	<u>12</u>	<u>EA</u>	<u>\$19.50</u> ^a
Pollock Investments Incorporated	Watts AHNT20	12	EA	\$30.30

Line 246 72411 - Whip, French - 12"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>Choice 407FW12</u>	<u>12</u>	<u>EA</u>	<u>\$2.33</u> ^a
Pollock Investments Incorporated	Thundergroup SLWPF012	12	EA	\$3.42
Kommerical Kitchens	Winco FN-12	12	EA	\$3.43
Kirby Restaurant and Chemical Supply	Winco FN-12	12	EA	\$3.43
Sam Tell and Son Inc	Stanton FWS12	12	EA	\$3.68
Pasco Brokerage, Inc.	Stanton FWS12	12	EA	\$3.68

Line 247 72421 - Whip, French - 18"

<u>SUPPLIER</u>	<u>BRAND / PRODUCT CODE</u>	<u>QTY</u>	<u>UOM</u>	<u>UNIT PRICE</u>
<u>11400 Inc</u>	<u>Choice 407FW18</u>	<u>24</u>	<u>EA</u>	<u>\$3.32</u> ^a
Pollock Investments Incorporated	Thundergroup SLWPF018	24	EA	\$4.91
Kommerical Kitchens	Winco FN-18	24	EA	\$4.93
Kirby Restaurant and Chemical Supply	Winco FN-18	24	EA	\$4.93
Pasco Brokerage, Inc.	Stanton FWS18	24	EA	\$5.30
Sam Tell and Son Inc	Stanton FWS18	24	EA	\$5.72

**Cypress-Fairbanks Independent School District
Nutrition Services Department**

11355 Perry Road
Houston, Texas 77064
281-897-4543

TO: James Briscoe, Director of Procurement Services
FROM: Suzy Hunter, Nutrition Services Director
DATE: 10/31/2024
RE: Smallwares for Nutrition Services 25-01-3880

The purpose of this memo is to explain the evaluation scoring for the Smallwares for Nutrition Services 25-01-3880 bid. The vendor(s) awarded scored the highest per line based on the weighted criteria included in the solicitation. The weighted criteria were developed to maintain compliance with the United States Department of Agriculture regulations for federal programs.

Weighted criteria includes purchase price, reputation of the vendor and vendor's goods or services, quality of the vendor's goods or services, extent to which the goods or services meet the needs of the District, and any other relevant factors specifically listed in the request for bid or proposal. The evaluating committee was comprised of our own internal procurement professionals and other relevant Nutrition Services staff.

If you have any questions, please contact the Nutrition Services Department.

Sincerely,

Suzy Hunter

Suzy Hunter

Nutrition Services Director

Memorandum of Understanding (MOU)
Between
Texas A&M University
&
Cypress-Fairbanks Independent School District

This Memorandum of Understanding (“Agreement”) is entered into on _____ between Cypress-Fairbanks Independent School District (hereinafter "District") and Texas A&M University, a member of The Texas A&M University System and an agency of the State of Texas, (hereinafter "University ") for the purposes stated herein. The purpose of this agreement is to articulate the agreement for clinical teaching/educator placements between the University and the District.

1. Purpose.

- 1.1. The purpose of this Agreement is to facilitate a learning-centered partnership between the District and the University’s Educator Preparation Program (“EPP”).

2. Collaborative Goals.

The University and District jointly agree to:

- 2.1. Provide clinical teachers/field residency students/practicum students with professional instructional coaching, to supervise the work and activities of teacher/educator candidates, and to engage in co-teaching/supervision models throughout the field placement period. All clinical teachers, unless given the title of an employee, will be serving as direct service volunteers to School District partners as described in Texas Education Code § 51.937.
- 2.2. Establish a mentor/supervisor support program that provides the mentor/supervisor with the skills and resources to assist teacher/educator candidates in becoming highly competent in their subject areas, pedagogy, and specialized fields.
- 2.3. Establish a framework for sharing non-identified District performance data among the District and University for the purposes of monitoring and evaluating the preparation and effectiveness of university teacher/educator candidates.
- 2.4. Share and co-analyze non-identified PK-12 performance data with Texas A&M University for the purpose of specifically preparing teacher/educator candidates to positively impact PK-12 student learning and for the continuous improvement of the EPP. Data sharing will not violate the data sharing policies of the District.
 - 2.4.1. For purposes of the Family Educational Rights and Privacy Act (“FERPA”), University designates educational interest in any educational records (as defined in FERPA) to the extent the FERPA Designee requires access to those records to fulfill its obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.
- 2.5. Participate in ongoing collaborative assessment of the University’s educator preparation program through the examination of clinical teacher and practicum student data, cooperating teacher and site supervisor feedback, and all other data sources, as applicable.

3. School District Obligations.

The district agrees to:

- 3.1. Collaborate with the EPP to identify, select and train high quality cooperating teachers and site supervisors.
- 3.2. Actively supervise, mentor, coach, and evaluate teacher candidates and practicum students using EPP processes, reporting requirements, and performance assessment tools.
- 3.3. Provide opportunities for teacher candidates and practicum students to attend District-level and school-level professional development.
- 3.4. Where available, supply facility resources such as a room, at a school site, to be used for trainings, collaborative meetings, and by educator candidates for course work and conferencing. If possible, said room to be equipped with furnishings and technology (such as projector, document camera, Wi-Fi, etc.) to support programmatic, partnership usage.
- 3.5. Permit teacher/educator candidates to video record themselves in compliance with all District policies as they deliver instruction for the purpose of licensure, self-reflection, and personal professional development. Any camera used to make such video recordings will be positioned in the classroom in such a manner so as to prevent the capture of the faces of District students. All personally identifiable information for students shall be excluded.
- 3.6. Provide university supervisors and teacher/educator candidates with wireless internet access in a manner that is mutually acceptable to University and the District.
- 3.7. To the extent not in conflict with District policies and procedures, provide teacher candidates with log-on credentials to access the District's online management/remote learning systems to support the Mentor/Cooperating teacher and K-12 learners.

4. University Obligations.**The University agrees to:**

- 4.1. Collaborate with the District to select high quality University field supervisors for the Educator Preparation Program.
- 4.2. Provide programming ensuring that teacher/educator candidates meet state and federal guidelines for quality educator preparation.
- 4.3. To the extent not in conflict with university policies and procedures, comply with District policies and procedures and ensure that all University course instructors, field supervisors, and clinical teachers/field residency/practicum students are aware of these policies.
- 4.4. Provide a field experience coordinator who is a university faculty member, working with the District, to coordinate field placements, support the coaching and evaluation of teacher/educator candidates, assist in the selection of cooperating teachers/site supervisors, support cooperating teacher/site supervisor training, and ensure timely collaborative meetings and communications between District and University.
- 4.5. Assist any teacher/educator candidate falling below the EPP's academic and/or professional standards with a detailed improvement and accountability plan of action (PIP) developed to ensure improved performance by teacher/educator candidate.
- 4.6. Facilitate quarterly collaborative meetings among the District and EPP at which the effectiveness of the EPP is continually reviewed.
- 4.7. Collaboratively develop and deliver a cooperating teacher/site supervisor training and support program.

- 4.8. Facilitate the participation of cooperating teacher training and site supervisor training related to the supervision, mentoring, coaching and evaluation of teacher candidates and practicum students.
- 4.9. Comply with District technology standards for antivirus, Internet filtering system, operating system setup, and software installation protocols and rules.
- 4.10. The University will ensure that teacher/educator candidates submit to a background check as deemed necessary by the District. The teacher/candidates shall be responsible for the cost of any such background checks.
- 4.11. Upon request by the District, each teacher candidate will sign a non-disclosure agreement regarding student and District information.

5. Mutual Obligations.

Pursuant to this Agreement, the parties shall in good faith:

- 5.1. Collaboratively recruit prospective future-teachers/educators to the Educator Preparation Program.
- 5.2. Encourage District and University faculty to jointly conduct and disseminate research.
- 5.3. Direct employees, under the party's control, to perform the obligations under this Agreement.

6. Term

- 6.1. This Agreement is in effect from the date of execution for a term of 3 years.

7. Termination.

- 7.1. Except as otherwise provided, this Agreement may only be terminated by six (6) months' written notification of termination by either party. The parties agree to use their best efforts to allow sufficient opportunity for students enrolled in the teacher education program to graduate prior to the effective date of termination. Upon termination, unless otherwise expressly provided, property purchased in furtherance of this Agreement shall remain the property of the party that purchased such property.

8. Miscellaneous.

- 8.1. Public Information.
 - 8.1.1. Both Parties acknowledges that each Party are obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law.
 - 8.1.2. Upon either Party's written request, the other Party will provide specified public information exchanged or created under this Agreement that is not otherwise excepted from disclosure under chapter 552, Texas Government Code, to the requesting Party in a non-proprietary format acceptable to the requesting Party. As used in this provision, "public information" has the meaning assigned Section 552.002, Texas Government Code, but only includes information to which University has a right of access.
 - 8.1.3. District acknowledges that University may be required to post a copy of the fully executed Agreement on its Internet website in compliance with Section 2261.253(a) (1), Texas Government Code.

- 8.1.4. The requirements of Subchapter J, Chapter 552, Texas Government Code, may apply to this agreement and the PROVIDER agrees that the agreement can be terminated if the PROVIDER knowingly or intentionally fails to comply with a requirement of that subchapter.
- 8.2. Governing Law and Venue: The substantive laws of the State of Texas (and not its conflicts of law principles), USA, govern all matters arising out of or relating to this Agreement and all of the transactions it contemplates. Pursuant to Section 85.18 (b), Texas Education Code, venue for a state court suit filed against The Texas A&M University System, any member of The Texas A&M University System, or any officer or employee of The Texas A&M University System is in the county in which the primary office of the chief executive officer of the system or member, as applicable, is located. Venue for any suit brought against The Texas A&M University System in federal court must be in the Houston Division of the Southern District of Texas.
- 8.3. Non-Waiver. District expressly acknowledges that University is an agency of the State of Texas and nothing in this Agreement will be construed as a waiver or relinquishment by Texas A&M University of its right to claim such exemptions, privileges, and immunities as may be provided by law
- 8.4. Dispute Resolution. The dispute resolution process provided in Chapter 2260, Texas Government Code, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by University and District to attempt to resolve any claim for breach of contract made by District that cannot be resolved in the ordinary course of business. District shall submit written notice of a claim of breach of contract under this Chapter to the University Contracts Officer of Texas A&M University or the Chief Business Officer of the Texas A&M University System, who shall examine District's claim and any counterclaim and negotiate with District in an effort to resolve the claim.
- 8.5. Conflict of Interest. By executing this Agreement, District and each person signing on behalf of District certifies, and in the case of a sole proprietorship, partnership or corporation, each party thereto certifies as to its own organization, that to the best of their knowledge and belief, no member of The A&M System or The A&M System Board of Regents, nor any employee, or person, whose salary is payable in whole or in part by The A&M System, has direct or indirect financial interest in the award of this Agreement, or in the services to which this Agreement relates, or in any of the profits, real or potential, thereof.
- 8.6. Relationship of the Parties. For all purposes of this Agreement and notwithstanding any provision of this Agreement to the contrary, District is an independent contractor and is not a state employee, partner, joint venturer, or agent of Texas A&M University. District will not bind nor attempt to bind University to any agreement or contract. As an independent contractor, District is solely responsible for all taxes, withholdings, and other statutory or contractual obligations of any sort, including but not limited to workers' compensation insurance.
- The clinical teachers are not covered under Cypress-Fairbank's worker's compensation policy, or any equivalent policy and the district is exempt from providing coverage under state law.
- 8.7. Force Majeure. Neither party is required to perform any term, condition, or covenant of this Agreement, if performance is prevented or delayed by a natural occurrence, epidemic or pandemic, a fire, an act of God, an act of terrorism, or other similar occurrence, the cause of which is not reasonably within the control of such party and which by due diligence it is unable to prevent or overcome.

- 8.8. Entire Agreement. This agreement contains the entire understanding of the parties with respect to its clinical teaching program and supersedes all other written and oral agreements between the parties with respect to the clinical teaching program. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this agreement unless expressly stated in writing.
- 8.9. Legal Authority. The person signing on behalf of each party represents and warrants and certifies that they have full legal authority to execute this Agreement on behalf of said party and has authority to bind said party to all the terms, conditions, provisions and obligations contained herein.

District

University

Name _____

Name Dr. Christopher Cherry

Title _____

Title Assoc. Dean for Undergraduate Academic Affairs

Date _____

Date _____

Signature _____

Signature _____

ADDENDUM 41

9. Definitions.

- 9.1. Clinical Teacher/Field Residency/Practicum District - a school district partnering with University to implement a clinical teaching/field residency/practicum assignment.
- 9.2. Clinical Teaching – A supervised teacher candidate assignment through an EPP at a public school accredited by the Texas Education Agency (TEA) or other school approved by TEA for this purpose that may lead to completion of an initial standard certificate; also referred to as “student teaching”.
- 9.3. Cooperating Teacher – For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training, including training in how to coach and mentor teacher candidates; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.
- 9.4. Educator Candidate – a University student who has met all the University and state requirements to be admitted into an EPP seeking a professional certificate.
- 9.5. Educator Preparation Program (EPP) – an entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes.
- 9.6. Field Experience Coordinator – an educator, hired by the EPP, to work with the District to coordinate field placements, support the coaching and evaluation of teacher/educator candidates, assist in the selection of cooperating teachers/site supervisors, support cooperating teacher/site supervisor training, and ensure timely collaborative meetings and communications between District and University.
- 9.7. Field Residency – Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.
- 9.8. Field Supervisor – a currently certified educator, hired by the EPP, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor with experience as a campus-level administrator and current certification may also serve as a field supervisor.
- 9.9. Pedagogy--The art and science of teaching; incorporating instructional methods that are developed from scientifically-based research.
- 9.10. Practicum - A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school

setting in the particular class for which a certificate in a class other than classroom teacher is sought.

- 9.11. Professional Development - learning opportunities designed to support and improve instructional effectiveness and thereby increase the learning and success of educators, teacher/educator candidates, and PK-12 students.
- 9.12. Professional Improvement Plan (PIP) - a detailed improvement and accountability plan of action that identifies clearly defined and obtainable goals in order to assist teacher/educator candidates in attaining a satisfactory level of performance on a criterion.
- 9.13. Site Supervisor – For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in how to coach and mentor candidates, who guides, assists, and supports the candidate during the practicum; and who reports the candidate’s progress to the candidate’s field supervisor.
- 9.14. Teacher Candidate – a University student who has met all the University and state requirements to be admitted into an EPP seeking an initial standard certificate.

**Financial Aid and Admissions Application Filing Status Information Sharing
Agreement for Texas Public School District or Charter Schools**

Section 1. Parties

State Agency

Texas Higher Education Coordinating Board, or “THECB”
1801 N. Congress Ave., Ste. 12.200, Austin, TX 78701
P.O. Box 12788, Austin, TX 78711-2788

Participating Public School District or Charter

CYPRESS-FAIRBANKS ISD
11440 Matzke Rd.
Cypress, TX 77429

This Participation Agreement (Agreement) is executed between THECB and the named District, above. At times, THECB and District may be referred to singularly as “Party” and plurally as “Parties.”

Section 2. Term of Agreement

The term of this Agreement begins upon execution by all Parties. The Agreement continues unless terminated by either Party or by operation of law as provided herein.

Section 3. Definitions

For the purposes of this Agreement, the following definitions apply:

- 3.1. *ApplyTexas Counselor Suite* – The dashboard provided by THECB allows Authorized Personnel at Local Education Agencies (LEA) to access student-level information on Free Application for Federal Student Aid (FAFSA) and Texas Application for State Financial Aid (TASFA) filing status, as well as the status of *ApplyTexas* admissions applications.
- 3.2. *Authorized Personnel* – Employees of the LEA/District, secondary school, or eligible entity who require access to the FAFSA Filing Status Information to determine the completion status of a student’s FAFSA and facilitate providing assistance to such students in completing the FAFSA, including both paid and non-paid staff and authorized agents such as contractors, subcontractors, volunteers, or other parties to whom the LEA, secondary school, or eligible entity has outsourced any of its services or functions. All Authorized Personnel must be under the direct control of the LEA with respect to the use and maintenance of Institutional Student Information Record (ISIR) Data.

Authorized personnel will also have access to TASFA filing information, as well as the status of *ApplyTexas* admissions applications.

- 3.3. *District* – School District or Charter School created in accordance with the laws of Texas that have primary responsibility for implementing the state’s system of public education; also referred to as a Local Educational Agency.
- 3.4. *Department* – The United States Department of Education.
- 3.5. *Established Relationship* – Relationship where the student FAFSA applicant is enrolled in a secondary school under the legal authority of the LEA, or the LEA otherwise is providing services to the FAFSA applicant. In the case of a secondary school, an Established Relationship exists where the student FAFSA applicant is enrolled in the secondary school itself or the secondary school otherwise is providing services to the FAFSA applicant.
- 3.6. *FAFSA* – The Free Application for Federal Student Aid form, authorized by The Higher Education Act of 1965, (HEA) Section 483, which is the Department’s common application for determining the need and eligibility of a student for federal student aid.
- 3.7. *Filing Status Information* – Data elements provided by THECB to Districts for use by high school counselors to track student progress on applications submitted through the *ApplyTexas* system and whether students have completed financial aid forms required under Texas Education Code (TEC), §28.0256, including FAFSA or TASFA applications. The Counselor’s Suite displays the following student-level data:
 - 3.7.1 Each student’s name, date of birth, email address, phone number, and high school graduation date, as provided from application information in *ApplyTexas*. The Counselor’s Suite displays institutions where students applied through *ApplyTexas* and the submission status of these applications.
 - 3.7.2 FAFSA or TASFA Filing Status information including only Student’s first name; Student’s last name; Student’s date of birth; Student’s ZIP Code; completed submission date; processed date; a Selected for Verification flag (e.g., Selected for verification: Yes or No); and a Financial Aid completion flag, (e.g., completed: Yes or No).
- 3.8. *ISIR* – The Institutional Student Information Record is the output document resulting from the submission of a FAFSA to the Department and includes the data received, system generated data results and FAFSA Filing Status Information.

- 3.9. *TASFA* – The Texas Application for State Financial Aid, authorized by TEC, §61.07762, which is utilized by participating institutions of higher education in Texas in determining the need and eligibility of a student for state financial aid.

Section 4. Purpose of Agreement & Authority

The purpose of this Agreement is to establish the conditions under which THECB will provide to the Districts certain data received or generated by the Department concerning FAFSA applicants to disclose limited ISIR information to LEAs or secondary schools that have an Established Relationship with the student.

The HEA, as amended, 20 U.S.C. 1001 et seq. provides that ISIR data (including FAFSA Filing Status Information) may be used “to identify student applicants to determine whether or not a graduating secondary student has filed the application in coordination with local educational agencies or secondary schools to encourage students to complete the application.”

To encourage and assist students with the completion of a FAFSA, the Department allows state agencies such as THECB to disclose the FAFSA Filing Status Information of a student to an entity with an Established Relationship with the student, including a school district. (Updates to the FAFSA Completion Initiative and Means-Tested Benefits Outreach (April 8, 2024, General 24-35.)

Additionally, this Agreement permits the THECB through the *ApplyTexas* Counselor Suite to disclose limited student-level information to Districts from the *ApplyTexas* admission application and the TASFA.

Section 5. Obligations of District

- 5.1 *Designation of Primary Contact(s).* District has designated in Section 6.11 of this Agreement an individual or individuals within District to serve as the primary point of contact between THECB and District regarding the Agreement, including compliance with the Agreement’s terms.
- 5.2 *Limitations on Usage.* District shall only utilize FAFSA Filing Status Information for purposes consistent with section 483(a)(3)(B) of the HEA, as detailed in this Agreement and as enacted at the time this Agreement is fully executed or as thereafter may be amended. THECB may disclose a student’s FAFSA Filing Status Information to a District that has been approved by the Department’s Secretary of Education if the District has an Established Relationship with that Student. District shall only use all other Filing Status Information for purposes consistent with this agreement.
- 5.2 *Usage of Authentication Process.* Authorized Personnel seeking to access student-level information through the *ApplyTexas* Counselor Suite shall complete the authorization process through the local Education Service Center (ESC).

- 5.3 *Appropriate Data Security.* District shall utilize appropriate privacy, data security, and information safeguarding provisions, including all requirements contained in Section 6.
- 5.4 *Compliance with FERPA.* District shall comply, as applicable, with the requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g and its regulations codified at 34 CFR part 99) in disclosing any personally identifiable information from students' education records.
- 5.5 *Additional Data Protections.* District shall comply, as applicable, with:
- 5.5.1 TEC §61.07762, which states that personal information maintained by THECB for TASFA purposes is confidential and not subject to disclosure under Chapter 552, of the Texas Government Code;
- 5.5.2 TEC §61.031(d), which states, "Notwithstanding any other provision of law, information that relates to a current, former, or prospective applicant or student of an educational institution and that is obtained, received, or held by the board for the purpose of providing assistance with access to postsecondary education is confidential and excepted from disclosure under Chapter 552, Government Code, and may only be released in conformity with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g);" and
- 5.5.3 Tex. Gov't Code §552.114, which states "information in a record of an applicant for admission to an educational institution, including a transfer applicant" is confidential and excepted from the requirements of the Public Information Act (PIA) "if it is information in a student record at an educational institution funded wholly or partly by state revenue."
- 5.6 *Disclosures only Made to Authorized Personnel.* THECB shall only disclose Filing Information to Authorized Personnel for authorized purposes as indicated in Section 3.
- 5.7 *Limits on Redisclosure.* District shall not re-disclose or share the Filing Status information obtained from THECB in personally identifiable form other than (1) to the applicant and to the applicant's parents if the applicant is under age 18, to the applicant if the applicant is age 18 or older or enrolled in a post-secondary institution, or to any other party with the consent of the applicant or the consent of the applicant's parents if the applicant is under the age of 18, or (2) if required to do so by law and if such use is consistent with all applicable privacy laws, including the privacy provisions of section 483 of the HEA, 20 U.S.C. 1090, the Family Educational Rights and Privacy Act (20 U.S.C. 1232g), and all applicable Texas laws.

- 5.8 *Unauthorized Use Prohibited.* Any use, disclosure, or re-disclosure of Filing Status Information not specified in Section 4, is unauthorized and prohibited and will be considered a material breach of this Agreement.
- 5.9 *Responsibility for Authorized Personnel.* District shall ensure that Authorized Personnel are informed about and aware of the prohibitions regarding the use, disclosure, and re-disclosure of any data and information provided under this Agreement.
- 5.10 *User Management.* District agrees to actively manage user accounts and notify its local ESC within 2 (two) business days of any change in Authorized Personnel.

Section 6. Additional Privacy, Confidentiality, and Security

- 6.1. *Information Safeguarding.* District shall protect the integrity of Filing Status Information received under this Agreement from unauthorized access, use, or re-disclosure.
- 6.2. *All Necessary Steps.* District shall take all steps necessary to safeguard the confidentiality, integrity, and availability of the data received. District shall restrict access to the data provided or created under this Agreement to only those Authorized Personnel who need the data to perform their official duties in connection with the uses of the data authorized in this Agreement.
- 6.3. *Confidential Nature of Data.* District shall advise all Authorized Personnel who have access to the data of the confidential nature of the data, the safeguards required to protect the data, and criminal sanctions for noncompliance under applicable federal, state, or local laws, including violations of the Internal Revenue Code (IRC) that may lead to criminal and/or civil penalties pursuant to 26 U.S.C. §§7213; 7213A; and 7431 for the willful, unauthorized disclosure and inspection of tax return or return information that includes punishable fines or imprisonment. Penalties also include civil action for damages against an officer or employee who has inspected or disclosed, knowingly or by reason of negligence, taxpayer(s) tax return or return information in violation of any provision of IRC §6103.
- 6.4. *Safeguards Required.* District shall develop, implement, maintain, and use reasonable and appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all data electronically maintained or transmitted pursuant to this Agreement. District will share the data provided or created under this Agreement under the immediate supervision and control of Authorized Personnel in a manner that will protect the confidentiality of the data, so that unauthorized persons cannot retrieve any data by computer, remote terminal, or other means. Systems personnel must enter personal identification numbers, or utilize other equally secure processes, when accessing data on the Parties systems.

District represents that it has a sound data security program, one that protects both data at rest and data in transmission.

- 6.5. *Termination for Noncompliance.* Notwithstanding any other term of this or any other Agreement, THECB retains the right to terminate District's access to Filing Information data without advance notice as necessary to ensure the security of data and disclosure of data in compliance with this Agreement.
- 6.6. *Report Unauthorized Disclosure within Two Hours.* District shall, within two hours of discovery, report to THECB any use and/or disclosure of data not authorized by this agreement or in writing by THECB at privacyoffice@highered.texas.gov via encrypted email to ensure THECB can comply with its state and federal reporting obligations. In the notification to the THECB, District shall identify (i) the nature of the unauthorized use, disclosure, or re-disclosure; (ii) the Filing Status Information used, disclosed, or re-disclosed; (iii) the person or entity, if known, who made the unauthorized use or received the unauthorized disclosure, or re-disclosure; (iv) what the District has done or will do to notify affected persons to mitigate any deleterious effect of the unauthorized use, disclosure, or re-disclosure; and (v) what corrective action the District has taken or will take to prevent future similar unauthorized use, disclosure, or re-disclosure.
- 6.7. *Right to Audit.* To the maximum extent provided by law, THECB expressly retains the right to audit District's compliance with this Agreement, including obtaining copies of documents from District that demonstrate whether District has breached this agreement.
- 6.8. *Right to Monitor.* The THECB may, at its discretion, monitor District's records, processes, procedures, and electronic systems for compliance with the terms of this Agreement.
- 6.9. *Material Breach.* Any violation of Privacy, Confidentiality, and Security provisions by District shall be deemed a material breach of this agreement.
- 6.10. *Notice.* All formal notices and other communication in connection with this Agreement shall be in writing. With the exception of the requirements of section 6.6, which requires notification to privacyoffice@highered.texas.gov via encrypted email, all notices must be given by (a) personal delivery, (b) express courier (with confirmation), (c) certified or registered mail, postage prepaid, return receipt requested, or (d) electronic mail to the address specified below. Any notice served shall be deemed given upon receipt by the Party to which it is given or, if mailed by registered or certified mail, upon the earlier of receipt or the third business day following mailing.

THECB's Notice Address

Texas Higher Education Coordinating Board
1801 N. Congress Ave., Ste. 12.200,
Austin, TX 78701
applytexasmou@highered.texas.gov

District's Notice Address

Franklin Sampson
CYPRESS-FAIRBANKS ISD 101907
11440 Matzke Rd.
Cypress, TX 77429
Franklin.Sampson@cfisd.net

- 6.11. *Contacts.* THECB's contact for routine communications related to this Agreement is: **applytexasmou@highered.texas.gov**.

Primary Contact for FILING INFORMATION

District's Designation of its Primary Contact for Filing Information (see Section 5.1 herein):

District's Primary Contact

Franklin Sampson
Director for Guidance & Counseling
CYPRESS-FAIRBANKS ISD 101907
11440 Matzke Rd.
Cypress, TX 77429
+1 (281) 897-4068
Franklin.Sampson@cfisd.net

District may change Primary Contact by submitting new contact information to **applytexasmou@highered.texas.gov** within three (3) business days.

- 6.12. *False Statements; Breach of Representations.* District represents and warrants that all statements and information prepared and submitted in this document and its appendices are current, complete, true, and accurate. Submitting a false statement or material misrepresentation during the performance of this Agreement is a material breach of this Agreement and may void this Agreement. In the event of a breach of this Agreement, THECB may pursue remedies available to it under this Agreement and applicable law.
- 6.13. *Severability and Waiver.* The invalidity, illegality, or unenforceability of any provision of this Agreement shall in no way affect the validity, legality, or

enforceability of any other provisions. Each and every right granted to the Parties hereunder or under any other document delivered hereunder or in connection herewith, or allowed them by law or equity, shall be cumulative and may be exercised from time to time. Failure by THECB or District at any time to require strict performance of any provision or obligation contained herein shall not constitute a waiver or diminish the rights of either Party thereafter to demand strict compliance. This Agreement shall automatically terminate in the event that changes to state or federal law or regulations make it impractical or unlawful to meet the purpose of this Agreement.

- 6.14. *Destruction:* Any material the District derives from *ApplyTexas* Counselor's Suite to effectuate this Agreement and exists in any form, including physical or electronic, shall be destroyed within 30 calendars days of the material no longer being needed to effectuate the Agreement.

Section 7. General Terms and Conditions

- 7.1. *Termination/Access.* THECB, in its sole discretion, may terminate this Agreement via written notice to District and further may revoke District's or any authorized user's access to *ApplyTexas* Counselor Suite, in whole or in part, without prior notice if THECB in its sole discretion, deems it necessary. District may terminate this Agreement upon twenty (20) business days' written notice to THECB. In the event of a breach, either Party may terminate the Agreement in accordance with Section 7.2
- 7.2. *Breach of Agreement.* Notwithstanding section 7.1, either Party may terminate this Agreement with three (3) business days' written notice to the other Party. In the event of a breach, the breaching Party is responsible for any and all costs associated with the breach including the cost of any notice requirements set forth in state or federal law.
- 7.3. *Amendment.* This Agreement may be modified only by written amendment executed by the Parties.
- 7.4. *Sovereign Immunity.* The Parties stipulate and agree that no provision of, or any part of this Agreement between THECB and District, or any subsequent amendment, shall be construed: (1) as a waiver of the doctrine of sovereign immunity or immunity from suit as provided for in the Texas Constitution and the laws of the state of Texas; (2) to extend liability to THECB or District beyond such liability provided for in the Texas Constitution and the laws of the state of Texas; or (3) as a waiver of any immunity provided by the Eleventh Amendment or any other provision of the United States Constitution or any immunity recognized by the courts and the laws of the state of Texas and the United States. The state of Texas, THECB, and District do not waive sovereign immunity by entering into this Agreement and specifically retain such

immunity and all defenses available to them under the laws of the state of Texas or the common law.

- 7.5. *Applicable Law and Venue.* This Agreement and any incorporated documents shall be governed by and construed in accordance with the laws of the state of Texas. The exclusive venue of any suit brought concerning this Agreement is fixed in any court of competent jurisdiction in Travis County, Texas.
- 7.6. *Data Ownership.* Unless otherwise indicated by law, THECB retains ownership of all Filing Status Information.
- 7.7. *No Rights Created.* This Agreement constitutes permission only for District to use the data for the limited purposes set forth in this Agreement. Nothing in this Agreement shall be construed to grant District a right of interest in the Filing Status Information. Nothing in this Agreement shall be construed to obligate THECB to provide such data to District.

Section 8. Texas Public Information Act and Texas Education Code §61.031

- 8.1 *Filing Status Information Not Subject to Public Information Act.* Filing Status information is confidential under 483 of the HEA, 20 U.S.C. 1090 and the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and may not be disclosed under the PIA, nor should such records be shared with the Texas Attorney General for an open record ruling. Tex. Gov't Code §554.114 & Open Records Decision 2009-10185. See *also*, TEC §61.07762 (stating TAFSA data is confidential and not subject to disclosure under Chapter 552, Government Code); TEC §61.031(d), (stating information that relates to a current, former, or prospective applicant or student of an educational institution and that is obtained, received, or held by the board for the purpose of providing assistance with access to postsecondary education is confidential and excepted from disclosure under Chapter 552, Government Code, and may only be released in conformity with FERPA); and Tex. Gov't Code §552.114, (stating information in a record of an applicant for admission to certain educational institutions, including a transfer applicant is confidential and excepted from the requirements of the Public Information Act).
- 8.2 *Confidentiality Required.* District understands and agrees that it is required to keep all Filing Status information confidential. This requirement survives the end of this Agreement.
- 8.3 *Agreement Not Confidential.* This Agreement itself is not confidential and may be disclosed.

Section 9. Signatures

The Agreement may only be signed by an authorized District representative.

By signature hereon, the individual below represents and warrants that they are a duly authorized representative of District and have the delegated Board of Trustees authority to bind District in this Agreement.

CYPRESS-FAIRBANKS ISD

By: _____

Name: Franklin Sampson

Title: Director of Guidance and Counseling

Date: _____

As an authorized representative of THECB, the undersigned hereby certifies that this Agreement complies with applicable statutes and regulations and authorizes the services to be performed as written above.

AGREED and accepted on behalf of the **Texas Higher Education Coordinating Board**

By: _____

Name: David Troutman, PhD

Title: Deputy Commissioner for Academic Affairs

Date: _____