

# Cypress-Fairbanks Independent School District

## Wells Elementary School

### 2021-2022 Campus Improvement Plan



# Mission Statement

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

## Vision

L.E.A.D. : Learn. Empower. Achieve. Dream.

## Value Statement

Portrait of a Wells Student:

WE respect each other.

WE do our best.

WE show kindness.

WE rise to the challenge.

WE have fun.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Student Achievement

## Student Achievement Strengths

Based on 2020-21 STAAR data, our students performed at the following levels (all grade levels and content areas combined):

Approaches Performance Level: 88%

Meets Performance Level: 66%

Masters Performance Level: 39%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: African American and Economically Disadvantaged Students are performing lower than our overall student population and other student sub groups.

**Root Cause:** Reading: We need to get back to using small group instruction.

**Problem Statement 2:** Writing: Economically disadvantaged students are performing significantly lower than our overall student population and other subgroups. **Root Cause:**

Writing: We need to provide experiences to facilitate depth when writing across the curriculum.

**Problem Statement 3:** Math: African American and Economically Disadvantaged students are performing lower than our overall student population and other student subgroups.

**Root Cause:** Math: We need to provide students with hands-on experiences (models, and concrete objects) that lead to connections and relevance to mathematical concepts.

**Problem Statement 4:** Science: Eco. Dis. students are performing lower than our overall student population and other student subgroups. **Root Cause:** Science: We need to provide students with prior knowledge and exposure to help facilitate vocabulary development and understanding of science concepts.

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

# School Culture and Climate

## School Culture and Climate Strengths

- Established campus-wide PBIS system with matrix for expectations and positive reinforcement was "reset" summer of 2021 with all staff
- Minimal number of student discipline referrals and those are from an extremely small percentage of our student population
- Student clubs after school
- Mentors for new teachers and all staff new to Wells
- Campus-wide Advisory lessons daily in every class
- Compass Cash for positive reinforcement of student behaviors
- Fisher's Friends (principal's recognition) for positive character traits
- Positive staff culture as reflected with our EPS Survey percentages
- Increased student engagement through student voice and choice with personalized academics and social activities
- Student attendance rate is above the district average
- Staff attendance absence rate is lower than cluster and district average
- VIPS Leadership & Organization for parent involvement and support

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Inconsistent or lowered student attendance rates over 2019-2021. **Root Cause:** School Culture and Climate: We need to continue to emphasize the importance of all students and teachers in the classroom each day.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

- Our campus was recognized as an ICLE International Model School and our team presented at the conference to share about our positive school culture and personalized instruction for all
- 99% of our teachers are highly qualified for their role and the others are completing their certification requirements.
- All of our staff has a growth mindset to continue developing their skill set to benefit our students and campus goals
- Mentoring and coaching from a variety of colleagues and administrators for our teachers new to teaching, Wells, or CFISD.
- Our returning teachers have had up to three years with Eric Sheninger and ICLE professional development to support student engagement and RRR.
- We host days for teachers to visit other classrooms and observe teachers across the campus in action for ideas.
- Our staff is active on Twitter to collaborate and share ideas with teachers all over the district, area, nation, and world.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Our teacher absence rate was 5.3% and although that was lower than the cluster average of 5.9% and the district average of 6.6%, it is still an increase from previous years. **Root Cause:** Teacher/Paraprofessional Attendance: An increase in absences by teachers and paras due to COVID, quarantine, or other necessary absences.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

- involved and evenly distributed leadership across all of our "Lead" positions and "Chairs/Board"
- High number of volunteers attending our VIPS General Meetings
- High volunteer involvement weekly for all events and needs
- The return of our Watch DOGS with very active Dads, Grandfathers, etc. participating yearly
- Overt efforts with campus communication to inform our new parents and keep our parents connected weekly with our School App, Facebook page, Instagram page, Twitter account, School Messenger E-mails, "Messages from the Principal", VIPS Facebook/ & Twitter
- VIPS General meetings & Screencastify videos for parents of VIPS General Meetings for all to have information
- Campus App "School Info App" that provides all campus information at their fingertips
- Adopted Duryea Elementary to support their staff and families
- Collaboration with BHS for Teacher Prep Interns in our classrooms weekly, PALS, Key Club, Student mentors and more

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: All of our families do not know how to be connected and involved on campus. **Root Cause:** Parent and Community Engagement: We have a high number of new families register each year due to the growth in this area and registration goes on all throughout the year.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**










- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data






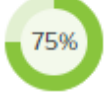







# Goals

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

**Performance Objective 1: Curriculum and Instruction & Accountability:** By June 2021, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> Teachers will plan and implement lessons that utilize resources and materials based on students' interests, background, experiences, and culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR IS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Teachers will build shared real-world and virtual experiences with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR IS</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> Students will have opportunities to express knowledge and understanding through writing across the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: Teachers will plan and implement lessons that begin with concrete representations before moving to representational and abstract models of mathematical concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Math IS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: The teachers will plan and implement lessons that create relevance to real world and virtual connections to science.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Science IS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: data-based interventions and extensions to review previous TEKS and learning objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Instructional Specialists, Closing the Gap Committee Grade Level Reps</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

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

**Performance Objective 2: ESSER III:** Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 40 days of 30 minutes of morning tutoring before school for 1st-5th math &amp; reading teachers. 24 days of morning tutoring for Kindergarten teachers. Additional resources will be needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending before school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, IS's, and AP's</p> <p><b>Funding Sources:</b> Books - ESSER III - \$6,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Core content area interventionist: A math interventionist who focuses on 2nd and 3rd grade students performing below standard. This would include math manipulatives to aide in instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year, 90% of the students this teacher works with in groups will be performing at or above minimum standard for their grade level in math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> A variety of math manipulatives. - ESSER III - \$5,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Kinder-5th math teachers will attend professional development to support vertical math instruction and alignment with the TEKS and STAAR assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

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

**Performance Objective 1: Student Safety:** By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

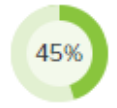

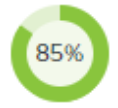




**Evaluation Data Sources:** Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: All staff members will receive training on campus Emergency Operations Plan and safety procedures throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff is confident and capable in regards to our student safety and our Emergency Operations Protocols.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; EOP Representative (AP)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and EOP Representative</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

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

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

**Evaluation Data Sources:** Student attendance records




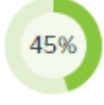


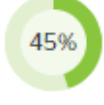



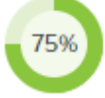

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: We will recognize students with perfect attendance periodically and communicate the importance of consistent attendance with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AP's, Registrar</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			










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

**Performance Objective 3: Restorative Discipline:** By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased across the percentage of our student population by 1%.

**Evaluation Data Sources:** Discipline reports








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: We have an extremely low number of office referrals driven by a few students. With an increased enrollment, we will continue our effective systems and PBIS strategies in order to maintain our low % next year.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions : Maintain 0% In-School Suspensions for SPED African-American students with effective PBIS and restorative discipline practices.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: We will maintain our extremely low/minimal number of Out of School Suspensions by continuing to follow the Code of Conduct. All staff will effectively implement the restorative behavior continuum, campus mentors, strong home-school partnerships and social skills/character trait lessons during advisory. Any at-risk student will be taken to our CSI committee for effective personalized strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: Continue use of our effective systems and PBIS strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of all students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Violence Prevention: Continue use of our effective systems and PBIS strategies. <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0% <b>Staff Responsible for Monitoring:</b> Assistant Principals	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 326 661 370">  No Progress         </div> <div data-bbox="762 326 980 370">  Accomplished         </div> <div data-bbox="1079 326 1331 370">  Continue/Modify         </div> <div data-bbox="1432 326 1629 370">  Discontinue         </div> </div>			

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

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








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

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

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

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








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: All staff will use discretion with absences and we will recognize staff with perfect attendance periodically.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, Campus Secretary</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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











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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are provided with high quality training that enables them to effectively support our campus goals and student needs by implementing best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, IS's, Liaisons</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2021-22 school year, parent and family engagement will increase by 5% from the 2019-20 (pre-COVID) school year.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: We will make an overt effort through our VIPs and campus communication to consistently inform and invite parent/VIPS involvement and attendance at (virtual) campus events.  <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> We will offer two interactive classroom parent involvement activities a year for each grade level during the school day.  <b>Strategy's Expected Result/Impact:</b> Parent involvement and engagement will increase.  <b>Staff Responsible for Monitoring:</b> Assistant principals and teachers.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Wells Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## Personnel for Wells Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1

# 2021-2022 Campus Site-Committee

Committee Role	Name	Position
Administrator	Cheryl Fisher	Principal
Administrator	Suzanne Davies	AP
Administrator	Ann Pruitt	AP
Administrator	Abby Ehlers	Counselor
Paraprofessional	Cristol Alvarez	Principal's Secretary
Business Representative	Rebecca Warriner	Business Owner
Business Representative	Dana Hitchcock	Business Owner
Community Representative	Elizabeth Gill	Church Member
Classroom Teacher	Lorraine Bawlson	Reading Specialist
Administrator	Catherine Sauer	AP
Non-classroom Professional	Tony Morrow	ELAR 2-5 Instructional Specialist
Non-classroom Professional	Tiffany Razo	Primary Instructional Specialist
Classroom Teacher	Erika Sanchez	Kindergarten Teacher
Classroom Teacher	Bea Guerrero	Kindergarten Teacher
Classroom Teacher	Hannah Spees	1st Grade Teacher
Classroom Teacher	Ashley Cole	1st Grade Teacher
Classroom Teacher	Molly Maddux	2nd Grade Teacher
Classroom Teacher	Kelly Hawkins	2nd Grade Teacher
Classroom Teacher	Amanda Smith	2nd Grade Teacher
Classroom Teacher	Tranecia Valmore	2nd Grade Teacher
Classroom Teacher	Shayvonne Forside	3rd Grade Teacher
Classroom Teacher	Teri Fielder	3rd Grade Teacher
Classroom Teacher	Megan Weerts	4th Grade Teacher
Classroom Teacher	Kim Loner	4th Grade Teacher
Classroom Teacher	Heather Rodermund	5th Grade Teacher
Classroom Teacher	Mech Lam	5th Grade Teacher
Paraprofessional	Felicia Kucera	Registrar
District-level Professional	Lee Carrier	District CPOC Representative



<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Mandy Carberry	Parent
Parent	Ashley Barnett	Parent
Community Representative	Paula Stevenson	Parent

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Books		\$6,500.00
1	2	2	A variety of math manipulatives.		\$5,500.00
<b>Sub-Total</b>					<b>\$12,000.00</b>

# Addendums

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Wells	All	192	153	80%	85%	5%	308	267	87%
Math	3	Wells	Hispanic	40	30	75%	80%	5%	56	45	80%
Math	3	Wells	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Wells	Asian	37	32	86%	91%	5%	74	70	95%
Math	3	Wells	African Am.	18	6	33%	38%	5%	36	25	69%
Math	3	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Wells	White	89	79	89%	94%	5%	117	105	90%
Math	3	Wells	Two or More	7	5	71%	76%	5%	24	21	88%
Math	3	Wells	Eco. Dis.	19	10	53%	58%	5%	37	27	73%
Math	3	Wells	LEP Current	17	9	53%	58%	5%	31	26	84%
Math	3	Wells	At-Risk	47	31	66%	71%	5%	123	94	76%
Math	3	Wells	SPED	14	8	57%	62%	5%	31	20	65%
Math	4	Wells	All	181	146	81%	86%	5%	262	236	90%
Math	4	Wells	Hispanic	47	33	70%	75%	5%	52	44	85%
Math	4	Wells	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Wells	Asian	38	37	97%	100%	3%	66	66	100%
Math	4	Wells	African Am.	13	9	69%	74%	5%	28	19	68%
Math	4	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Wells	White	73	59	81%	86%	5%	104	96	92%
Math	4	Wells	Two or More	9	7	78%	83%	5%	11	10	91%
Math	4	Wells	Eco. Dis.	24	15	63%	68%	5%	33	27	82%
Math	4	Wells	LEP Current	11	5	45%	50%	5%	20	18	90%
Math	4	Wells	At-Risk	30	22	73%	78%	5%	83	66	80%
Math	4	Wells	SPED	15	8	53%	58%	5%	12	6	50%
Math	5	Wells	All	174	156	90%	95%	5%	231	208	90%
Math	5	Wells	Hispanic	43	34	79%	84%	5%	58	47	81%
Math	5	Wells	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Wells	Asian	45	45	100%	100%	0%	53	53	100%
Math	5	Wells	African Am.	15	11	73%	78%	5%	21	18	86%
Math	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Wells	White	60	56	93%	98%	5%	88	80	91%
Math	5	Wells	Two or More	7	7	100%	100%	0%	9	8	89%
Math	5	Wells	Eco. Dis.	15	11	73%	78%	5%	26	20	77%
Math	5	Wells	LEP Current	6	6	100%	100%	0%	19	15	79%
Math	5	Wells	At-Risk	49	37	76%	81%	5%	90	72	80%
Math	5	Wells	SPED	19	12	63%	68%	5%	10	5	50%

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

The targets listed below meet minimum expectations.  
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Wells	All	192	174	91%	96%	5%	308	290	94%
Reading	3	Wells	Hispanic	40	36	90%	95%	5%	56	52	93%
Reading	3	Wells	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Wells	Asian	37	32	86%	91%	5%	74	71	96%
Reading	3	Wells	African Am.	18	17	94%	99%	5%	36	32	89%
Reading	3	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Wells	White	89	82	92%	97%	5%	117	113	97%
Reading	3	Wells	Two or More	7	6	86%	91%	5%	24	21	88%
Reading	3	Wells	Eco. Dis.	19	15	79%	84%	5%	37	34	92%
Reading	3	Wells	LEP Current	17	11	65%	70%	5%	31	28	90%
Reading	3	Wells	At-Risk	47	36	77%	82%	5%	123	107	87%
Reading	3	Wells	SPED	14	7	50%	55%	5%	31	26	84%
Reading	4	Wells	All	181	163	90%	95%	5%	263	249	95%
Reading	4	Wells	Hispanic	47	41	87%	92%	5%	52	48	92%
Reading	4	Wells	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Wells	Asian	38	36	95%	100%	5%	66	63	95%
Reading	4	Wells	African Am.	13	10	77%	82%	5%	28	25	89%
Reading	4	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Wells	White	73	67	92%	97%	5%	105	101	96%
Reading	4	Wells	Two or More	9	8	89%	94%	5%	11	11	100%
Reading	4	Wells	Eco. Dis.	24	17	71%	76%	5%	33	31	94%
Reading	4	Wells	LEP Current	11	5	45%	50%	5%	20	16	80%
Reading	4	Wells	At-Risk	30	23	77%	82%	5%	83	73	88%
Reading	4	Wells	SPED	15	9	60%	65%	5%	13	10	77%
Reading	5	Wells	All	172	162	94%	99%	5%	231	223	97%
Reading	5	Wells	Hispanic	42	40	95%	100%	5%	58	56	97%
Reading	5	Wells	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Wells	Asian	45	43	96%	100%	4%	53	52	98%
Reading	5	Wells	African Am.	15	13	87%	92%	5%	21	19	90%
Reading	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Wells	White	59	57	97%	100%	3%	88	85	97%
Reading	5	Wells	Two or More	7	7	100%	100%	0%	9	9	100%
Reading	5	Wells	Eco. Dis.	15	11	73%	78%	5%	26	22	85%
Reading	5	Wells	LEP Current	6	4	67%	72%	5%	19	15	79%
Reading	5	Wells	At-Risk	49	42	86%	91%	5%	90	83	92%
Reading	5	Wells	SPED	19	13	68%	73%	5%	10	6	60%

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

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Wells	All	170	159	94%	99%	5%	231	216	94%
Science	5	Wells	Hispanic	42	39	93%	98%	5%	58	53	91%
Science	5	Wells	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Wells	Asian	44	44	100%	100%	0%	53	52	98%
Science	5	Wells	African Am.	15	12	80%	85%	5%	21	18	86%
Science	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Wells	White	58	54	93%	98%	5%	88	82	93%
Science	5	Wells	Two or More	7	7	100%	100%	0%	9	9	100%
Science	5	Wells	Eco. Dis.	14	10	71%	76%	5%	26	22	85%
Science	5	Wells	LEP Current	7	7	100%	100%	0%	19	14	74%
Science	5	Wells	At-Risk	49	42	86%	91%	5%	90	78	87%
Science	5	Wells	SPED	20	13	65%	70%	5%	10	2	20%

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

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Wells	All	181	106	59%	64%	5%	262	164	63%
Math	4	Wells	Hispanic	47	27	57%	62%	5%	52	26	50%
Math	4	Wells	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Wells	Asian	38	29	76%	81%	5%	66	57	86%
Math	4	Wells	African Am.	13	6	46%	51%	5%	28	7	25%
Math	4	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Wells	White	73	40	55%	60%	5%	104	67	64%
Math	4	Wells	Two or More	9	4	44%	49%	5%	11	6	55%
Math	4	Wells	Eco. Dis.	24	9	38%	43%	5%	33	17	52%
Math	4	Wells	LEP Current	11	1	9%	14%	5%	20	12	60%
Math	4	Wells	At-Risk	30	13	43%	48%	5%	83	34	41%
Math	4	Wells	SPED	15	6	40%	45%	5%	12	5	42%
Math	5	Wells	All	174	123	71%	76%	5%	231	143	62%
Math	5	Wells	Hispanic	43	27	63%	68%	5%	58	32	55%
Math	5	Wells	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Wells	Asian	45	39	87%	92%	5%	53	46	87%
Math	5	Wells	African Am.	15	7	47%	52%	5%	21	7	33%
Math	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Wells	White	60	43	72%	77%	5%	88	52	59%
Math	5	Wells	Two or More	7	5	71%	76%	5%	9	5	56%
Math	5	Wells	Eco. Dis.	15	7	47%	52%	5%	26	11	42%
Math	5	Wells	LEP Current	6	4	67%	72%	5%	19	7	37%
Math	5	Wells	At-Risk	49	24	49%	54%	5%	90	39	43%
Math	5	Wells	SPED	19	4	21%	26%	5%	10	1	10%
Reading	4	Wells	All	181	130	72%	77%	5%	263	208	79%
Reading	4	Wells	Hispanic	47	29	62%	67%	5%	52	39	75%
Reading	4	Wells	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Wells	Asian	38	35	92%	97%	5%	66	56	85%
Reading	4	Wells	African Am.	13	9	69%	74%	5%	28	19	68%
Reading	4	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Wells	White	73	50	68%	73%	5%	105	84	80%
Reading	4	Wells	Two or More	9	6	67%	72%	5%	11	9	82%
Reading	4	Wells	Eco. Dis.	24	13	54%	59%	5%	33	23	70%
Reading	4	Wells	LEP Current	11	2	18%	23%	5%	20	12	60%
Reading	4	Wells	At-Risk	30	17	57%	62%	5%	83	51	61%
Reading	4	Wells	SPED	15	5	33%	38%	5%	13	5	38%

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

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Wells	All	172	139	81%	86%	5%	231	197	85%
Reading	5	Wells	Hispanic	42	34	81%	86%	5%	58	48	83%
Reading	5	Wells	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Wells	Asian	45	38	84%	89%	5%	53	49	92%
Reading	5	Wells	African Am.	15	10	67%	72%	5%	21	14	67%
Reading	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Wells	White	59	48	81%	86%	5%	88	75	85%
Reading	5	Wells	Two or More	7	7	100%	100%	0%	9	9	100%
Reading	5	Wells	Eco. Dis.	15	9	60%	65%	5%	26	19	73%
Reading	5	Wells	LEP Current	6	3	50%	55%	5%	19	11	58%
Reading	5	Wells	At-Risk	49	31	63%	68%	5%	90	64	71%
Reading	5	Wells	SPED	19	5	26%	31%	5%	10	3	30%
Science	5	Wells	All	170	124	73%	78%	5%	231	170	74%
Science	5	Wells	Hispanic	42	30	71%	76%	5%	58	40	69%
Science	5	Wells	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Wells	Asian	44	35	80%	85%	5%	53	47	89%
Science	5	Wells	African Am.	15	5	33%	38%	5%	21	10	48%
Science	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Wells	White	58	46	79%	84%	5%	88	65	74%
Science	5	Wells	Two or More	7	6	86%	91%	5%	9	7	78%
Science	5	Wells	Eco. Dis.	14	6	43%	48%	5%	26	14	54%
Science	5	Wells	LEP Current	7	2	29%	34%	5%	19	7	37%
Science	5	Wells	At-Risk	49	22	45%	50%	5%	90	48	53%
Science	5	Wells	SPED	20	5	25%	30%	5%	10	0	0%



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

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Wells	All	192	36	19%	24%	5%	308	98	32%
Math	3	Wells	Hispanic	40	6	15%	20%	5%	56	12	21%
Math	3	Wells	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Wells	Asian	37	12	32%	37%	5%	74	39	53%
Math	3	Wells	African Am.	18	0	0%	5%	5%	36	6	17%
Math	3	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Wells	White	89	16	18%	23%	5%	117	34	29%
Math	3	Wells	Two or More	7	2	29%	34%	5%	24	7	29%
Math	3	Wells	Eco. Dis.	19	1	5%	10%	5%	37	6	16%
Math	3	Wells	LEP Current	17	5	29%	34%	5%	31	7	23%
Math	3	Wells	At-Risk	47	9	19%	24%	5%	123	30	24%
Math	3	Wells	SPED	14	2	14%	19%	5%	31	5	16%
Math	4	Wells	All	181	69	38%	43%	5%	262	99	38%
Math	4	Wells	Hispanic	47	11	23%	28%	5%	52	18	35%
Math	4	Wells	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Wells	Asian	38	24	63%	68%	5%	66	37	56%
Math	4	Wells	African Am.	13	4	31%	36%	5%	28	4	14%
Math	4	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Wells	White	73	27	37%	42%	5%	104	36	35%
Math	4	Wells	Two or More	9	3	33%	38%	5%	11	3	27%
Math	4	Wells	Eco. Dis.	24	5	21%	26%	5%	33	7	21%
Math	4	Wells	LEP Current	11	1	9%	14%	5%	20	7	35%
Math	4	Wells	At-Risk	30	11	37%	42%	5%	83	19	23%
Math	4	Wells	SPED	15	6	40%	45%	5%	12	2	17%
Math	5	Wells	All	174	85	49%	54%	5%	231	80	35%
Math	5	Wells	Hispanic	43	17	40%	45%	5%	58	15	26%
Math	5	Wells	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Wells	Asian	45	32	71%	76%	5%	53	33	62%
Math	5	Wells	African Am.	15	3	20%	25%	5%	21	6	29%
Math	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Wells	White	60	28	47%	52%	5%	88	23	26%
Math	5	Wells	Two or More	7	4	57%	62%	5%	9	3	33%
Math	5	Wells	Eco. Dis.	15	4	27%	32%	5%	26	4	15%
Math	5	Wells	LEP Current	6	2	33%	38%	5%	19	4	21%
Math	5	Wells	At-Risk	49	17	35%	40%	5%	90	20	22%
Math	5	Wells	SPED	19	1	5%	10%	5%	10	0	0%

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

**2021-22 Masters CIP Targets**

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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Wells	All	192	79	41%	46%	5%	308	168	55%
Reading	3	Wells	Hispanic	40	10	25%	30%	5%	56	30	54%
Reading	3	Wells	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Wells	Asian	37	18	49%	54%	5%	74	43	58%
Reading	3	Wells	African Am.	18	2	11%	16%	5%	36	16	44%
Reading	3	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Wells	White	89	43	48%	53%	5%	117	67	57%
Reading	3	Wells	Two or More	7	5	71%	76%	5%	24	12	50%
Reading	3	Wells	Eco. Dis.	19	1	5%	10%	5%	37	12	32%
Reading	3	Wells	LEP Current	17	5	29%	34%	5%	31	8	26%
Reading	3	Wells	At-Risk	47	9	19%	24%	5%	123	39	32%
Reading	3	Wells	SPED	14	2	14%	19%	5%	31	11	35%
Reading	4	Wells	All	181	70	39%	44%	5%	263	152	58%
Reading	4	Wells	Hispanic	47	14	30%	35%	5%	52	23	44%
Reading	4	Wells	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Wells	Asian	38	23	61%	66%	5%	66	51	77%
Reading	4	Wells	African Am.	13	3	23%	28%	5%	28	8	29%
Reading	4	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Wells	White	73	27	37%	42%	5%	105	62	59%
Reading	4	Wells	Two or More	9	3	33%	38%	5%	11	7	64%
Reading	4	Wells	Eco. Dis.	24	6	25%	30%	5%	33	15	45%
Reading	4	Wells	LEP Current	11	1	9%	14%	5%	20	11	55%
Reading	4	Wells	At-Risk	30	7	23%	28%	5%	83	32	39%
Reading	4	Wells	SPED	15	3	20%	25%	5%	13	2	15%
Reading	5	Wells	All	172	107	62%	67%	5%	231	156	68%
Reading	5	Wells	Hispanic	42	26	62%	67%	5%	58	36	62%
Reading	5	Wells	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Wells	Asian	45	30	67%	72%	5%	53	44	83%
Reading	5	Wells	African Am.	15	6	40%	45%	5%	21	11	52%
Reading	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Wells	White	59	36	61%	66%	5%	88	57	65%
Reading	5	Wells	Two or More	7	7	100%	100%	0%	9	6	67%
Reading	5	Wells	Eco. Dis.	15	6	40%	45%	5%	26	12	46%
Reading	5	Wells	LEP Current	6	2	33%	38%	5%	19	6	32%
Reading	5	Wells	At-Risk	49	22	45%	50%	5%	90	42	47%
Reading	5	Wells	SPED	19	3	16%	21%	5%	10	2	20%

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

**2021-22 Masters CIP Targets**

The targets listed below meet minimum expectations.  
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Wells	All	170	73	43%	48%	5%	231	103	45%
Science	5	Wells	Hispanic	42	19	45%	50%	5%	58	24	41%
Science	5	Wells	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Wells	Asian	44	22	50%	55%	5%	53	35	66%
Science	5	Wells	African Am.	15	2	13%	18%	5%	21	3	14%
Science	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Wells	White	58	24	41%	46%	5%	88	38	43%
Science	5	Wells	Two or More	7	5	71%	76%	5%	9	3	33%
Science	5	Wells	Eco. Dis.	14	3	21%	26%	5%	26	6	23%
Science	5	Wells	LEP Current	7	1	14%	19%	5%	19	2	11%
Science	5	Wells	At-Risk	49	15	31%	36%	5%	90	23	26%
Science	5	Wells	SPED	20	2	10%	15%	5%	10	0	0%

**Wells**

**Early Childhood Literacy Board Outcome Goal**

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 80% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
70%	72%	74%	77%	80%

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		70%	68%									74%	63%
2022	NA	72%	70%	NA	NA	NA	NA	NA	NA	NA	NA	76%	65%
2023	NA	74%	72%	NA	NA	NA	NA	NA	NA	NA	NA	78%	67%
2024	NA	77%	75%	NA	NA	NA	NA	NA	NA	NA	NA	81%	70%
2025	NA	80%	78%	NA	NA	NA	NA	NA	NA	NA	NA	84%	73%

**Early Childhood Math Board Outcome Goal**

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 71% to 81% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
71%	73%	75%	78%	81%

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		70%	68%									75%	64%
2022	NA	72%	70%	NA	NA	NA	NA	NA	NA	NA	NA	77%	66%
2023	NA	74%	72%	NA	NA	NA	NA	NA	NA	NA	NA	79%	68%
2024	NA	77%	75%	NA	NA	NA	NA	NA	NA	NA	NA	82%	71%
2025	NA	80%	78%	NA	NA	NA	NA	NA	NA	NA	NA	85%	74%

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

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

## Mathematics

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

## Science

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

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

## Elementary Physical Education/Health (K-5)

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

## Elementary Music (K- 5)

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

## Visual Arts (K–5)

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