

Cypress-Fairbanks Independent School District

Willbern Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

The community of Willbern comes together to create a safe, positive learning environment where all members are challenged, respected, and valued as individuals with unique talents. Through support and motivation, everyone obtains the tools necessary to be successful, lifelong learners.

Vision

LEAD: Learn. Empower. Achieve. Dream.

REAL

Respect

Excel

Accountable

Leader

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Our team used local data to complete our Root Cause Analysis process to determine the areas of greatest need for the current school year.

In summary, the comprehensive needs assessment denotes the following: After conducting our Root Cause Analysis and analyzing EOY data our team determined that focusing on vocabulary across the curriculum is still an important need for all our students.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

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

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

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

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*

- *School-Parent Compact*
- *Parent Engagement Policy*

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

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

Student Achievement

Student Achievement Summary

Due to COVID-19 in the 2020-21 school year, each campus was given the state accountability rating of Not Rated: Declared State of Disaster. However, federal accountability ratings (Targeted Support or Additional Targeted Support) from the 2018-19 school year will remain in place.

The indicators included in the Closing the Gaps domain of the 2018-19 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Additional Targeted Support in the following area(s): White (Academic Achievement Reading, Academic Achievement Math, Student Success)

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

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

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

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

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

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

Student Achievement Strengths

4th Grade Writing:

AA students surpassed our target goal in all areas Approaches, Meets, Masters

Math:

3rd grade: 29% of white students mastered and also scored 11% higher than our cluster

4th Grade: 18% of All students mastered and also scored 4% higher than our cluster

5th grade: 55% White students mastered test.

Reading:

3rd: 27% All students mastered and also scored 11% higher than our cluster

4th: 3% Eco. Dis. students Meet standards and also scored 17% higher than our cluster

5th: 36% All students Mastered and scored 6% higher than our cluster

5th Grade Science:

69% All students Approached standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: AA students' performances are lower than other student groups. **Root Cause:** Reading: Teachers are required to plan for multiple levels of instruction across subpops.

Problem Statement 2: Writing: Our LEP students' performances are lower than other student groups. **Root Cause:** Writing: No specific plan in place to incorporate a high percentage of critical writing opportunities across the content areas.

Problem Statement 3: Math: Our LEP & AA students' performances are lower than other student groups. **Root Cause:** Math: No focused plan to incorporate a high percentage of critical writing options in math.

Problem Statement 4: Science: Our AA students' performances are lower than other student groups. **Root Cause:** Science: No focused plan for implicit science vocabulary integration.

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

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

Problem Statement 7: Additional Targeted Support Reading (data based on 2018-19 identification): The students in our white population performance was below that of other student groups in Federal Accountability. **Root Cause:** Additional Targeted Support Math: Teachers have not been effectively monitoring this populations progress adequately.

Problem Statement 8: Additional Targeted Support Math (data based on 2018-19 identification): he students in our white population performance was below that of other student groups in Federal Accountability. **Root Cause:** Additional Targeted Support Math: Teachers have not been effectively monitoring this populations progress adequately.

School Culture and Climate

School Culture and Climate Strengths

Willbern Elementary continues to have a positive impact on teachers, students, and parents through various avenues. Our school works hard in promoting our values set forth in our Positive Behavioral Interventions and Support (PBIS). This year began our use of PBIS Rewards which allows staff to award "Whale Points" to students by scanning their badges. With the PBIS App students and parents are able to see how many points they've earned and why. This was part of an overall reboot of PBIS for us this year and it proved very successful in getting everyone back on the same page with building expectations.

The parents of Willbern Elementary come from many different backgrounds, and are complimentary of the education their student receives from Willbern. The staff at Willbern believes in open communication with parents, and does so through a multitude of media. We continue to have Social Media expectations for all teachers in order to further communicate to our community the positive things going on at Willbern on a daily basis. Our attendance rates at Willbern improved this year due to a strategic plan for tracking grade level attendance percentages and rewarding grade levels with best attendance celebrations each three weeks. We also started a school Attendance Counts newsletter for parents.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: We need to focus on equitable engagement and experiences for all students and families this year. **Root Cause:** School Culture and Climate: Need to increase focus on equitable engagement and experiences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

To support staff in improving their craft and to support student achievement we have provided the following for all staff:

Review of Fundamental 5 Practices

Training with LYS on Closing the Gap for all students

Access to consultants who are leaders in their respective fields of math and RLA

Utilization of the Teacher Rewards system which is part of PBIS Rewards

Fundamental 5 coaching after each teacher has received 15+ Power Walks

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff are experiencing a high level of stress brought on by the expectations and demands placed on them from a federal, state, district, and personal level after the loss of instruction due to virtual learning and the COVID-19 pandemic. **Root Cause:** Teacher/Paraprofessional Attendance: Lack of consistency in teacher attendance due to the pandemic in addition to the state and federal mandates placed on educators.

Parent and Community Engagement

Parent and Community Engagement Strengths

- *Through the PBIS Rewards app parents are able to see in real time how their child is being successful.
- *Sign in sheets from last year showed an increase in attendance of our bilingual parents and families.
- *Prior to the pandemic, all our after school family events were well attended.
- *Use of Remind 101, social media, and School Messenger have helped keep families up to date and engaged in school climate.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Need to find ways to engage parents in person again while still maintaining as many safety protocols as possible. **Root Cause:** Parent and Community Engagement: We need to work to meet all parents needs related to their perceptions of what are and are not safety protocols.

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- 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
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data










- Parent engagement rate










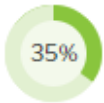


Goals








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>Strategy 1: Reading: Teachers will use high yield instructional strategies to execute plans for the wide disparity of students achievement. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Teachers, IS, AP, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: Library Books - Title I - \$13,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Teachers will incorporate vertical application of writing vocabulary instruction and implementation. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: IS, AP, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Teachers will embed the state's vocabulary expectations in lesson plans and consistently monitor student ability to apply said vocabulary. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will plan and execute frequent critical writing activities for students at all academic levels.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p> <p>Funding Sources: - Title I</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Teachers will incorporate vertical application of vocabulary instruction and implementation.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Teachers will use data to determine what skills students need to recoup and provide daily, small group and individual instruction. This will take place during our #powerhour at the beginning of the day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: IS,AP, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Examples: Young Men of Honor, Girl Power, Sanford Harmony SEL lessons, counselor Guidance Lessons and groups.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: BI, Counselor, AP, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Deepen understanding of and address specific academic needs of White and LEP student groups in an effort to address the needs of all students, particularly those considered at-risk.</p> <p>Strategy's Expected Result/Impact: Title I Campuses:</p> <ol style="list-style-type: none"> Teachers will provide after school support to tutor and mentor at-risk students. Scholastic home readers will be sent home with our bilingual students to foster reading at home and as a way to include parents in the importance of reading. Moveable teacher stations will allow teachers to travel from one class to the other with their technology set up in tact. Misc. Instructional supplies such as large post it notes for anchor charts will help students in the classroom. Sandwich boards will help us communicate important events, protocols and messages with families. Power Walks provide a system for coaching walk throughs supporting our instructional framework-The Fundamental 5. Imagine Learning is an online math intervention for students K-5. <p>Staff Responsible for Monitoring: IS, AP, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Extra Duty Pay - Title I - \$10,000, - Title I - \$523.61, Moveable Teacher Workstations - Title I - \$15,694.28, Misc. Instructional Supplies - Title I - \$361.56, Sandwich Boards - Title I - \$693.79, Power Walks - Title I - \$2,500, Imagine Learning - Title I - \$700</p>	Formative		
	Nov	Feb	May
			
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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>Strategy 1: After school tutoring September -December. Strategy's Expected Result/Impact: Students attending before school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core content area interventionist Strategy's Expected Result/Impact: By the end of the 2021-22 school year, 90% of the students working with the reading core content area interventionist will reach current grade level reading standard. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.




Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide additional academic support to at-risk students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies and Extra Duty - Special Allotment: Compensatory Education - \$3,427</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: Additional Targeted Support: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Student Success (58%).

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Additional Targeted Support Reading: Teachers will monitor the students in our white population after each assessment and make changes in instruction based on data.</p> <p>Teachers will provide RTI during Power Hour for all students in our white population.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialists Testing Coordinator Assistant Principal Principal</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Additional Targeted Support Math: Teachers will monitor the students in our white population after each assessment and make changes in instruction based on data.</p>	Formative		
	Nov	Feb	May

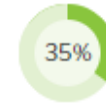
Teachers will provide RTI during Power Hour for all students in our white population.

Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.

Staff Responsible for Monitoring: Teachers
Instructional Specialists
Testing Coordinator
Assistant Principal
Principal

TEA Priorities: Build a foundation of reading and math - **Additional Targeted Support Strategy**

Funding Sources: Math Link Consultant - Title I - \$6,000



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>Strategy 1: Campus Safety: Administration will provide opportunities for discussion, role playing and direct instruction on safety protocols at Willbern Elementary on a monthly basis during Faculty Meetings.</p> <p>Strategy's Expected Result/Impact: 100% of students and staff will be aware of and comply with all safety measures and protocols.</p> <p>Staff Responsible for Monitoring: AP, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

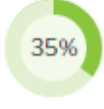


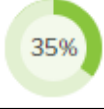








Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Provide school wide recognition for grade level with highest attendance percentage in attendance. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98% Staff Responsible for Monitoring: Registrar, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

Evaluation Data Sources: Discipline reports

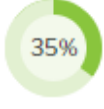






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff will implement PBIS Reward system to build upon our focus on positive behavior supports. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 15% Staff Responsible for Monitoring: BI, AP Funding Sources: PBIS Rewards - Title I - \$2,344</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Reduce in school suspensions for SPED African American students by implementing alternative consequences along with providing direct instruction of social skills. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%. Staff Responsible for Monitoring: BI, AP</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Develop an alternative continuum of consequences for our most behaviorally at risk students. Strategy's Expected Result/Impact: Select ONE: Out of school suspensions will be reduced by 10%. Staff Responsible for Monitoring: BI, AP, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Staff will use Sanford Harmony Social Emotional Learning opportunities along with class meetings to support most behaviorally at risk students. Strategy's Expected Result/Impact: Select ONE: Special Opportunity School (SOS) placements of African American students will be reduced by 100%. Staff Responsible for Monitoring: BI, AP, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Counselors provide monthly guidance lessons to teach coping skills and emotional regulation.</p> <p>Strategy's Expected Result/Impact: SELECT ONE: Violent Incidents will be reduced by 100%.</p> <p>Staff Responsible for Monitoring: Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
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Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
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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 to 98%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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







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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Bi-monthly staff development will be offered to staff based on needs based surveys.</p> <p>Strategy's Expected Result/Impact: Increased student achievement toward meeting all CIP targets under Goal 1.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 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 10%.

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

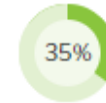
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Provide numerous virtual opportunities for parents and families to participate in the life of the school. Promote staff involvement by providing extra-duty compensation for operating PAFE events outside typical school hours.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Funding Sources: Extra-duty: PAFE - Title I - \$4,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): (Legacy Apartments, Avana Apartments)</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. October</p>	Formative		
	Nov	Feb	May

30th 9:00am and 6:00pm. Both meetings will be via ZOOM.

Strategy's Expected Result/Impact: Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.

Staff Responsible for Monitoring: Principal

Schoolwide and Targeted Assistance Title I Elements: 3.2



No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for Willbern Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Willbern Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Teacher	1
1 position	Core Content Area Interventionist	1
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Core Content Area Coach	1
1 position	Behavior Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	2-5 Math Intervention	.5
Staff	Teacher	3-5 ELAR Enrichment	1
Staff	Instructional Coach	Digital Learning / Science	1

2021-2022 Campus Site-Committee

Committee Role	Name	Position
Administrator	Connie Roberson	Principal
Assistant Principal	Kevin Weekley	AP
Assistant Principal	Stephanie Hakemack	AP
Classroom Teacher	Barbara Bullock	PreK/ECSE
Classroom Teacher	Fouts Calli	Kindergarten
Classroom Teacher	Jamie Proffitt	1st Grade
Classroom Teacher	Erica Marshall	2nd Grade
Classroom Teacher	Diamend Bianco	3rd Grade
Classroom Teacher	Perla Vega	4th Grade
Classroom Teacher	Brenda Guerra	5th Grade
Resource Teacher	Crystal Evans	Sp Ed
Classroom Teacher	Justin McCabe	Large Group
Non-classroom Professional	Alexandra Taylor	Intervention
Paraprofessional	Rhyan Stribling	Para
Paraprofessional	Susie Fritsche	Campus Secretary
Non-classroom Professional	Jude Sisk	3-5 M/S IS
Non-classroom Professional	Nicholle Merriweather	3-5 RLA IS
Non-classroom Professional	Terry Boyd	Primary IS
Non-classroom Professional	Mari Deleon	Counselor
Non-classroom Professional	Cira Tamez	Counselor
Non-classroom Professional	Paul Kessler	Behavior Interventionist
Non-classroom Professional	Raychel Trevino	Librarian
Non-classroom Professional	Tracy McDaniel	District CPOC Rep
Business Representative	Kevin Dedmon	Business Rep

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Library Books		\$13,000.00
1	1	4			\$0.00
1	1	8			\$523.61
1	1	8	Power Walks		\$2,500.00
1	1	8	Imagine Learning		\$700.00
1	1	8	Sandwich Boards		\$693.79
1	1	8	Moveable Teacher Workstations		\$15,694.28
1	1	8	Extra Duty Pay		\$10,000.00
1	1	8	Misc. Instructional Supplies		\$361.56
1	4	2	Math Link Consultant		\$6,000.00
2	3	1	PBIS Rewards		\$2,344.00
4	1	1	Extra-duty: PAFE		\$4,000.00
Sub-Total					\$55,817.24
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Extra Duty		\$3,427.00
Sub-Total					\$3,427.00

Addendums

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

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Willbern	All	133	83	62%	70%	8%	125	90	72%
Math	3	Willbern	Hispanic	68	40	59%	63%	4%	71	43	61%
Math	3	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Willbern	Asian	21	18	86%	96%	10%	17	17	100%
Math	3	Willbern	African Am.	21	8	38%	41%	3%	21	16	76%
Math	3	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Willbern	White	17	13	76%	81%	5%	12	11	92%
Math	3	Willbern	Two or More	6	4	67%	72%	5%	*	*	*
Math	3	Willbern	Eco. Dis.	99	57	58%	63%	5%	104	72	69%
Math	3	Willbern	LEP Current	44	24	55%	63%	8%	34	22	65%
Math	3	Willbern	At-Risk	85	50	59%	64%	5%	87	56	64%
Math	3	Willbern	SPED	21	7	33%	36%	3%	10	3	30%
Math	4	Willbern	All	99	55	56%	63%	7%	134	83	62%
Math	4	Willbern	Hispanic	46	20	43%	50%	7%	69	38	55%
Math	4	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Willbern	Asian	22	18	82%	92%	10%	20	18	90%
Math	4	Willbern	African Am.	21	10	48%	55%	7%	23	10	43%
Math	4	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Willbern	White	8	5	63%	70%	7%	15	12	80%
Math	4	Willbern	Two or More	*	*	*	*	*	7	5	71%
Math	4	Willbern	Eco. Dis.	67	36	54%	61%	7%	105	61	58%
Math	4	Willbern	LEP Current	30	11	37%	46%	9%	39	19	49%
Math	4	Willbern	At-Risk	47	24	51%	58%	7%	96	51	53%
Math	4	Willbern	SPED	5	1	20%	30%	10%	23	6	26%
Math	5	Willbern	All	112	74	66%	73%	7%	112	90	80%
Math	5	Willbern	Hispanic	58	41	71%	78%	7%	51	36	71%
Math	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Willbern	Asian	17	15	88%	99%	11%	23	23	100%
Math	5	Willbern	African Am.	23	7	30%	45%	15%	26	20	77%
Math	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Willbern	White	11	9	82%	91%	9%	8	8	100%
Math	5	Willbern	Two or More	*	*	*	*	*	*	*	*
Math	5	Willbern	Eco. Dis.	79	49	62%	70%	8%	85	67	79%
Math	5	Willbern	LEP Current	18	6	33%	40%	7%	34	25	74%
Math	5	Willbern	At-Risk	75	46	61%	70%	9%	79	61	77%
Math	5	Willbern	SPED	13	3	23%	31%	8%	13	7	54%

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Willbern	All	132	90	68%	75%	7%	125	95	76%
Reading	3	Willbern	Hispanic	67	43	64%	75%	11%	70	48	69%
Reading	3	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Willbern	Asian	21	17	81%	85%	4%	17	16	94%
Reading	3	Willbern	African Am.	21	13	62%	72%	10%	21	16	76%
Reading	3	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Willbern	White	17	13	76%	80%	4%	13	12	92%
Reading	3	Willbern	Two or More	6	4	67%	75%	8%	*	*	*
Reading	3	Willbern	Eco. Dis.	98	64	65%	74%	9%	103	76	74%
Reading	3	Willbern	LEP Current	43	24	56%	60%	4%	33	23	70%
Reading	3	Willbern	At-Risk	85	53	62%	72%	10%	86	61	71%
Reading	3	Willbern	SPED	21	7	33%	40%	7%	10	3	30%
Reading	4	Willbern	All	99	74	75%	80%	5%	136	107	79%
Reading	4	Willbern	Hispanic	46	28	61%	72%	11%	69	55	80%
Reading	4	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Willbern	Asian	22	19	86%	92%	6%	20	18	90%
Reading	4	Willbern	African Am.	21	18	86%	91%	5%	24	16	67%
Reading	4	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Willbern	White	8	7	88%	91%	3%	16	11	69%
Reading	4	Willbern	Two or More	*	*	*	*	*	7	7	100%
Reading	4	Willbern	Eco. Dis.	67	51	76%	80%	4%	107	82	77%
Reading	4	Willbern	LEP Current	30	14	47%	50%	3%	39	26	67%
Reading	4	Willbern	At-Risk	47	31	66%	70%	4%	97	72	74%
Reading	4	Willbern	SPED	5	1	20%	25%	5%	23	10	43%
Reading	5	Willbern	All	112	80	71%	76%	5%	112	96	86%
Reading	5	Willbern	Hispanic	58	44	76%	81%	5%	51	41	80%
Reading	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Willbern	Asian	17	16	94%	99%	5%	23	23	100%
Reading	5	Willbern	African Am.	23	9	39%	41%	2%	26	22	85%
Reading	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Willbern	White	11	9	82%	86%	4%	8	7	88%
Reading	5	Willbern	Two or More	*	*	*	*	*	*	*	*
Reading	5	Willbern	Eco. Dis.	79	55	70%	76%	6%	85	71	84%
Reading	5	Willbern	LEP Current	18	8	44%	47%	3%	34	27	79%
Reading	5	Willbern	At-Risk	75	49	65%	70%	5%	79	68	86%
Reading	5	Willbern	SPED	13	4	31%	38%	7%	13	5	38%

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	Willbern	All	110	76	69%	76%	7%	112	91	81%
Science	5	Willbern	Hispanic	57	44	77%	84%	7%	51	40	78%
Science	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Willbern	Asian	17	17	100%	100%	0%	23	23	100%
Science	5	Willbern	African Am.	22	5	23%	33%	10%	26	18	69%
Science	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Willbern	White	11	8	73%	80%	7%	8	7	88%
Science	5	Willbern	Two or More	*	*	*	*	*	*	*	*
Science	5	Willbern	Eco. Dis.	77	51	66%	74%	8%	85	66	78%
Science	5	Willbern	LEP Current	18	8	44%	53%	9%	34	28	82%
Science	5	Willbern	At-Risk	73	49	67%	75%	8%	79	64	81%
Science	5	Willbern	SPED	12	2	17%	26%	9%	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	
					#	%				#	%
Math	4	Willbern	All	99	32	32%	40%	8%	134	47	35%
Math	4	Willbern	Hispanic	46	11	24%	32%	8%	69	17	25%
Math	4	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Willbern	Asian	22	11	50%	58%	8%	20	13	65%
Math	4	Willbern	African Am.	21	6	29%	37%	8%	23	4	17%
Math	4	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Willbern	White	8	2	25%	33%	8%	15	11	73%
Math	4	Willbern	Two or More	*	*	*	*	*	7	2	29%
Math	4	Willbern	Eco. Dis.	67	21	31%	40%	9%	105	31	30%
Math	4	Willbern	LEP Current	30	3	10%	20%	10%	39	9	23%
Math	4	Willbern	At-Risk	47	13	28%	36%	8%	96	24	25%
Math	4	Willbern	SPED	5	1	20%	28%	8%	23	3	13%
Math	5	Willbern	All	112	53	47%	55%	8%	112	70	63%
Math	5	Willbern	Hispanic	58	28	48%	56%	8%	51	26	51%
Math	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Willbern	Asian	17	14	82%	91%	9%	23	22	96%
Math	5	Willbern	African Am.	23	2	9%	20%	11%	26	14	54%
Math	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Willbern	White	11	8	73%	81%	8%	8	6	75%
Math	5	Willbern	Two or More	*	*	*	*	*	*	*	*
Math	5	Willbern	Eco. Dis.	79	35	44%	52%	8%	85	51	60%
Math	5	Willbern	LEP Current	18	2	11%	20%	9%	34	19	56%
Math	5	Willbern	At-Risk	75	30	40%	48%	8%	79	45	57%
Math	5	Willbern	SPED	13	1	8%	16%	8%	13	2	15%
Reading	4	Willbern	All	99	42	42%	50%	8%	136	80	59%
Reading	4	Willbern	Hispanic	46	16	35%	43%	8%	69	39	57%
Reading	4	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Willbern	Asian	22	12	55%	63%	8%	20	18	90%
Reading	4	Willbern	African Am.	21	9	43%	51%	8%	24	9	38%
Reading	4	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Willbern	White	8	3	38%	46%	8%	16	10	63%
Reading	4	Willbern	Two or More	*	*	*	*	*	7	4	57%
Reading	4	Willbern	Eco. Dis.	67	29	43%	50%	7%	107	59	55%
Reading	4	Willbern	LEP Current	30	5	17%	28%	11%	39	21	54%
Reading	4	Willbern	At-Risk	47	16	34%	42%	8%	97	50	52%
Reading	4	Willbern	SPED	5	1	20%	39%	19%	23	5	22%

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	Willbern	All	112	50	45%	53%	8%	112	74	66%
Reading	5	Willbern	Hispanic	58	28	48%	56%	8%	51	27	53%
Reading	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Willbern	Asian	17	13	76%	88%	12%	23	21	91%
Reading	5	Willbern	African Am.	23	0	0%	10%	10%	26	16	62%
Reading	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Willbern	White	11	7	64%	72%	8%	8	7	88%
Reading	5	Willbern	Two or More	*	*	*	*	*	*	*	*
Reading	5	Willbern	Eco. Dis.	79	30	38%	46%	8%	85	53	62%
Reading	5	Willbern	LEP Current	18	4	22%	30%	8%	34	18	53%
Reading	5	Willbern	At-Risk	75	31	41%	50%	9%	79	47	59%
Reading	5	Willbern	SPED	13	1	8%	16%	8%	13	2	15%
Science	5	Willbern	All	110	43	39%	47%	8%	112	70	63%
Science	5	Willbern	Hispanic	57	23	40%	47%	7%	51	29	57%
Science	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Willbern	Asian	17	13	76%	82%	6%	23	18	78%
Science	5	Willbern	African Am.	22	0	0%	10%	10%	26	14	54%
Science	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Willbern	White	11	7	64%	72%	8%	8	6	75%
Science	5	Willbern	Two or More	*	*	*	*	*	*	*	*
Science	5	Willbern	Eco. Dis.	77	26	34%	42%	8%	85	51	60%
Science	5	Willbern	LEP Current	18	2	11%	20%	9%	34	21	62%
Science	5	Willbern	At-Risk	73	27	37%	46%	9%	79	46	58%
Science	5	Willbern	SPED	12	0	0%	8%	8%	13	2	15%

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	Willbern	All	133	20	15%	23%	8%	125	25	20%
Math	3	Willbern	Hispanic	68	6	9%	17%	8%	71	6	8%
Math	3	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Willbern	Asian	21	6	29%	38%	9%	17	10	59%
Math	3	Willbern	African Am.	21	3	14%	22%	8%	21	3	14%
Math	3	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Willbern	White	17	5	29%	40%	11%	12	5	42%
Math	3	Willbern	Two or More	6	0	0%	8%	8%	*	*	*
Math	3	Willbern	Eco. Dis.	99	11	11%	20%	9%	104	15	14%
Math	3	Willbern	LEP Current	44	4	9%	17%	8%	34	3	9%
Math	3	Willbern	At-Risk	85	11	13%	21%	8%	87	13	15%
Math	3	Willbern	SPED	21	0	0%	7%	7%	10	1	10%
Math	4	Willbern	All	99	18	18%	26%	8%	134	26	19%
Math	4	Willbern	Hispanic	46	6	13%	21%	8%	69	7	10%
Math	4	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Willbern	Asian	22	7	32%	40%	8%	20	9	45%
Math	4	Willbern	African Am.	21	2	10%	18%	8%	23	1	4%
Math	4	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Willbern	White	8	1	13%	21%	8%	15	8	53%
Math	4	Willbern	Two or More	*	*	*	*	*	7	1	14%
Math	4	Willbern	Eco. Dis.	67	10	15%	23%	8%	105	14	13%
Math	4	Willbern	LEP Current	30	0	0%	8%	8%	39	4	10%
Math	4	Willbern	At-Risk	47	6	13%	22%	9%	96	13	14%
Math	4	Willbern	SPED	5	1	20%	28%	8%	23	3	13%
Math	5	Willbern	All	112	32	29%	37%	8%	112	42	38%
Math	5	Willbern	Hispanic	58	15	26%	34%	8%	51	13	25%
Math	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Willbern	Asian	17	10	59%	67%	8%	23	17	74%
Math	5	Willbern	African Am.	23	1	4%	11%	7%	26	8	31%
Math	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Willbern	White	11	6	55%	63%	8%	8	2	25%
Math	5	Willbern	Two or More	*	*	*	*	*	*	*	*
Math	5	Willbern	Eco. Dis.	79	19	24%	32%	8%	85	30	35%
Math	5	Willbern	LEP Current	18	1	6%	14%	8%	34	9	26%
Math	5	Willbern	At-Risk	75	20	27%	35%	8%	79	21	27%
Math	5	Willbern	SPED	13	0	0%	8%	8%	13	1	8%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Willbern	All	132	36	27%	34%	7%	125	41	33%
Reading	3	Willbern	Hispanic	67	15	22%	30%	8%	70	19	27%
Reading	3	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Willbern	Asian	21	9	43%	51%	8%	17	7	41%
Reading	3	Willbern	African Am.	21	4	19%	27%	8%	21	6	29%
Reading	3	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Willbern	White	17	6	35%	43%	8%	13	7	54%
Reading	3	Willbern	Two or More	6	2	33%	40%	7%	*	*	*
Reading	3	Willbern	Eco. Dis.	98	24	24%	31%	7%	103	28	27%
Reading	3	Willbern	LEP Current	43	7	16%	25%	9%	33	3	9%
Reading	3	Willbern	At-Risk	85	19	22%	31%	9%	86	17	20%
Reading	3	Willbern	SPED	21	1	5%	13%	8%	10	0	0%
Reading	4	Willbern	All	99	18	18%	26%	8%	136	47	35%
Reading	4	Willbern	Hispanic	46	4	9%	17%	8%	69	23	33%
Reading	4	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Willbern	Asian	22	6	27%	34%	7%	20	11	55%
Reading	4	Willbern	African Am.	21	5	24%	32%	8%	24	3	13%
Reading	4	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Willbern	White	8	2	25%	33%	8%	16	7	44%
Reading	4	Willbern	Two or More	*	*	*	*	*	7	3	43%
Reading	4	Willbern	Eco. Dis.	67	10	15%	23%	8%	107	31	29%
Reading	4	Willbern	LEP Current	30	1	3%	13%	10%	39	7	18%
Reading	4	Willbern	At-Risk	47	6	13%	22%	9%	97	25	26%
Reading	4	Willbern	SPED	5	0	0%	8%	8%	23	1	4%
Reading	5	Willbern	All	112	40	36%	44%	8%	112	50	45%
Reading	5	Willbern	Hispanic	58	24	41%	49%	8%	51	17	33%
Reading	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Willbern	Asian	17	11	65%	73%	8%	23	16	70%
Reading	5	Willbern	African Am.	23	0	0%	8%	8%	26	11	42%
Reading	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Willbern	White	11	4	36%	44%	8%	8	4	50%
Reading	5	Willbern	Two or More	*	*	*	*	*	*	*	*
Reading	5	Willbern	Eco. Dis.	79	25	32%	40%	8%	85	34	40%
Reading	5	Willbern	LEP Current	18	4	22%	30%	8%	34	9	26%
Reading	5	Willbern	At-Risk	75	27	36%	41%	5%	79	28	35%
Reading	5	Willbern	SPED	13	1	8%	1%	-7%	13	1	8%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Willbern	All	110	16	15%	23%	8%	112	38	34%
Science	5	Willbern	Hispanic	57	7	12%	20%	8%	51	14	27%
Science	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Willbern	Asian	17	6	35%	43%	8%	23	14	61%
Science	5	Willbern	African Am.	22	0	0%	8%	8%	26	5	19%
Science	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Willbern	White	11	3	27%	35%	8%	8	3	38%
Science	5	Willbern	Two or More	*	*	*	*	*	*	*	*
Science	5	Willbern	Eco. Dis.	77	10	13%	21%	8%	85	25	29%
Science	5	Willbern	LEP Current	18	1	6%	14%	8%	34	11	32%
Science	5	Willbern	At-Risk	73	12	16%	24%	8%	79	22	28%
Science	5	Willbern	SPED	12	0	0%	8%	8%	13	2	15%

Willbern

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 50% to 60% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
50%	52%	54%	57%	60%

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	23%	53%							45%		50%	51%	47%
2022	25%	55%	NA	NA	NA	NA	NA	NA	47%	NA	52%	53%	49%
2023	27%	57%	NA	NA	NA	NA	NA	NA	49%	NA	54%	55%	51%
2024	30%	60%	NA	NA	NA	NA	NA	NA	52%	NA	57%	58%	54%
2025	33%	63%	NA	NA	NA	NA	NA	NA	55%	NA	60%	61%	57%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 53% by June 2025.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	27%	38%							36%		45%	44%	37%
2022	29%	40%	NA	NA	NA	NA	NA	NA	38%	NA	47%	46%	39%
2023	31%	42%	NA	NA	NA	NA	NA	NA	40%	NA	49%	48%	41%
2024	34%	45%	NA	NA	NA	NA	NA	NA	43%	NA	52%	51%	44%
2025	37%	48%	NA	NA	NA	NA	NA	NA	46%	NA	55%	54%	47%

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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