

Cypress-Fairbanks Independent School District
Woodard Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

In partnership with families and the community, Woodard staff members establish high academic standards and behavioral expectations for all students. Woodard is committed to treating all students as individuals by building their self-esteem, enhancing their creativity, and encouraging them to make healthy lifestyle choices. We provide a safe, nurturing, motivating, and disciplined environment where students become lifelong learners impacting their families, communities, country, and world in a productive and positive way.

Vision

ALL ONE FAMILY - ALL IN FOR STUDENTS

P.A.C.K.

Pride

Accountable

Character

Knowledge

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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: Woodard Elementary Full Staff CPOC/Vertical Team met in August to review the previous year's CIP and assessment data to do a root cause analysis and identified our goals and strategies. We analyzed many forms of data and feedback. After review of our progress and challenges, we met again in September to determine the most effective strategies we needed to implement as a team in order to meet the needs of Woodard students.

In summary, the comprehensive needs assessment denotes the following: Once completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our students that focus on building relationships, learning opportunities that require daily academic conversations and small group instruction, utilizing explicit word and phonics instruction for both reading/writing development, daily writing across the curriculum, purposeful planning for vocabulary instruction in all areas, and utilizing a variety of technology platforms to analyze data and provide specific targeted instruction for our students. Through partnership with our staff, families and community, our goal is to close the gaps for our students as we meet the individual needs of our Woodard 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 one apartment complex that feeds into Woodard Elementary (Waterford Apartments).

Student Achievement

Student Achievement Strengths

Reading:

- In grades 3-5, 78% of our students passed reading, 50% were at the meets grade level passing standard, & 28% of our students mastered grade level standards.

Writing:

- Our 4th grade students had 74% approached grade level standards, 42% of students meeting grade level standards & 14% mastering grade level standards.

Math:

- In grades 3-5, 76% of our students approached math grade level standards, 44% were at the meets grade level passing standard, & 23% of our students mastered grade level standards.

Science:

- Our 5th grade students had 78% passing, 43% of students meeting grade level standards & 23% mastering grade level standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our Reading performance by African American, EL and SpEd students needs improvement in comparison to other subgroups. **Root Cause:** Reading: We need to purposefully plan academic conversation and practice purposeful small group with our African American, EL and SpEd students specifically in mind.

Problem Statement 2: Writing: Our writing performance has shown slight improvement but need improvement based on comparison with other campuses. **Root Cause:** Writing: We need to purposefully plan and execute daily writing with all students.

Problem Statement 3: Math: Our Math performance by African American, EL, and SpEd students needs improvement in comparison to other subgroups. **Root Cause:** Math: We need to prepare, plan and think critically to be proactive in teaching vocabulary skills, mathematical conversations and problem solving.

Problem Statement 4: Science: Our Science performance by African American, EL, and SpEd students needs improvement in comparison to other subgroups. **Root Cause:** Science: We need to purposefully plan vocabulary activities and discuss the impact of them in the classroom.

Problem Statement 5: Students are beginning the 2021-2022 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and continuation throughout the 2020-2021 school year, as well as the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

School Culture and Climate

School Culture and Climate Summary

Woodard is an "ALL IN" Campus that shares these beliefs as follows:

1. Decisions should be based on our mission and goals, accurate and reliable data, anchored in sound theory and practice & focused on short-term as well as long-term benefit of all students.
2. Decisions should be made at the appropriate level (as close to the level of implementation as possible), and decided upon based on the competency and commitment levels of those involved to determine where decisions are made.
3. Our behavior should promote and encourage empowerment throughout the school and indicate the level of decision-making we are capable of doing.
4. We have an obligation to establish and maintain cohesive, interdependent teams that maintain a high commitment to the school's mission and goals.
5. Our behavior should promote professional autonomy and growth from independence to interdependence for individuals and team throughout the school.
6. We have an obligation to build in quality control and quality assurance strategies throughout the school as well as building in feedback opportunities to assist leaders in aligning the mission, strategies, structures, and systems to ensure quality control exists throughout the school.

As a result of adopting this philosophy, our campus is a collegial (genuine care, concern and respect for one another) and collaborative (proactive in student data analysis and using a team approach to solve problems) environment that supports one another on a personal as well as professional level to the overall benefit of the children that attend school here. We believe all staff members have the ability and obligation to lead from wherever they are in this organization to ensure the students get the best everyone has to offer.

School Culture and Climate Strengths

The following strengths were identified in regard to School Culture and Climate:

1. 97% believe opportunities exist for staff to think for themselves.
2. 95% believe opportunities for professional growth exist for all staff members.
3. 100% believe work they are asked to do relates directly to their job responsibility.
4. 100% believe information is available for staff to do an effective job.
5. 100% believe they have opportunities to provide input for decisions.
6. 100% believe procedures have been implemented to keep them safe at work.
7. 100% believe that quality work is expected of them.
8. 99% believe that collaboration is both encouraged and practiced.
9. 99% believe there are opportunities to discuss their concerns with administrators.

10. 95% believe various forms of feedback are provided to help them improve their performance.
11. 98% believe that information related to their job is accessible.
12. 98% believe that staff recognition is built into the school culture.
13. 98% believe they are clear about their job responsibilities.
14. 98% believe that quality work is expected of all students.
15. 99% believe that all decisions are data-driven.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: At Woodard, we can continue to improve on formative feedback among staff regarding discipline and instruction. **Root Cause:** School Culture and Climate: Clarification of roles and expectations is needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

1. This is a Positive Behavioral Interventions & Supports (PBIS) campus where expectations for student and staff interactions, support and collaboration are clearly defined, modeled and reinforced. As a result of the implementation of PBIS, we have a shared and common language regarding those expectations across the campus that are posted and referred to often, allowing us to continue with the PBIS Level II System for the sixth year in a row.
2. This campus is a desirable location to work because of the reputation of being "ALL IN" with teamwork and collaboration at all levels. Our staff believes there is a simple process to seek assistance, regardless of the area or type of support needed. The vast majority of staff had less than ten absences with the most common reason for absences being the birth of babies, death in immediate family, jury duty, and personal/family illness.
3. This campus is a desirable location for students because the overall "ALL IN" environment means that the staff has a "no excuses" approach to reaching children on a social, emotional, behavioral and academic approach that translates to their individual success. Our student data shows 97.2% (2015-2016), 97.4% (2016-2017), 96.7% (2017-2018 during Hurricane Harvey), 96.9% (2018-2019), 97.7% (2019-2020) & 97.1% (2020-2021 during the global pandemic) attendance respectively. It is stable overall as we continue to engage our students with numerous co-curricular and extra-curricular clubs and organizations to create well-rounded students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: At Woodard, we can continue to improve on individual staff recognition. **Root Cause:** Teacher/Paraprofessional Attendance: At Woodard, some staff members need to be given feedback and/or recognized in various ways.

Parent and Community Engagement

Parent and Community Engagement Summary

Woodard is a campus that has superior parent involvement. We provide a wide array of experiences for children and parents to attend to further develop the home and school partnership as an integral part of our campus mission.

Parent and Community Engagement Strengths

1. Communication with parents and community is at the exemplary level through the campus web page, Monthly Campus Newsletter, School Messenger, R101, Class Dojo, Twitter, Instagram, Campus FB page, Grade Level Weekly Newsletters, and the PTO FB page. We consistently demonstrate what we mean by being an "ALL IN" culture for students.
2. Parent involvement is at the exemplary level at events and activities such as Wolfpack Dance Team 3rd-5th, Woodard Pom Squad Dance Team K-2nd, Woodard Honor Choir 4th-5th, Destination Imagination 3rd-5th, Wolves on the Run Superintendent Fun Run 1st-5th, Girls Eliminating Modern Stereotype (G.E.M.S.) 4th-5th, Art Club 5th, Science Club 4th-5th, Technology Club 3rd-5th, Yearbook Club 5th, Young Men of Distinction 4th-5th, 5th Grade Student Leadership/Community Service, Name that Book, Spelling Bee, Parent Readers, Library and PE/Art/Music Volunteers, Watch D.O.G. Dads, Field Day, Grade Level Musicals, Family Night at the Book Fair, Fall/Spring Curriculum Nights, Family Reading Night, Math Family Game Night, McTeacher Night, Willie's Back-to-School and Spirit Nights, Texas Roadhouse Night, Spring Creek Night, and the support of our Woodard PTO.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: At Woodard, we have a constant influx of families who need to be acclimated to the "ALL IN" climate and culture. **Root Cause:** Parent and Community Engagement: Woodard need to continue to meet the needs of new students living in houses built in our zone and students moving in from multiple other campuses within and outside of our district/state/country.

School Context and Organization

School Context and Organization Strengths

Woodard is a campus that fully utilizes every staff member as a vital member of the CPOC Committee. During our CPOC meetings, we analyze data in vertical content teams PK-5, and we invite our community reps/business partners/parents/district reps to the table with us. By adding Zoom last year, we were able to have people join meetings in a flexible format that supported their participation while being convenient for them as well.

We utilize this PLC/CPOC/Vertical Team format to drive professional development learning and growth and create a culture of collaboration across teams that allows for teacher leaders to flourish when leading their peers. As a result of this approach, our whole staff understands the mission and goals of the organization and can articulate and support what we are doing to reach our students. This "ALL IN" approach fosters teamwork across the grade level and campus throughout the year to support all students in an environment of professional collaboration where we can harness the talents of everyone to support the children.

Technology

Technology Strengths

All of our students have access to 1:1 devices provided by CFISD. This was implemented during the 2020-2021 school year and continues to be rolled out this year. As a result, we are able to use blended learning lessons and our students can access a variety of online programs that are utilized at school and at home. This helps build a common, shared language that strengthens the home-school partnership.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals




Goal 1: Goal 1







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







Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.







HB3 Goal




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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: We commit to supporting struggling readers (specifically African American, EL and SpEd students) in direct, daily academic conversation and reading small group in order to increase student growth.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "growth" standard will increase.</p> <p>Planning: Each week, a portion of content planning will be devoted to academic conversation and small group discussions.</p> <p>Walkthroughs: P/APs will look for evidence of planned, daily small group and academic conversation with students.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and paraprofessionals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: ELAR Interventionist 2nd-5th - Title I - \$65,000, ELAR Interventionist 2nd-5th - ESSER III - \$70,000, Take Home Reader Book Bags - Title I - \$5,300, White Boards for Formative Assessment PK-5 Reading - Title I - 575, Family Reading Night - Title I - \$1,500, Student Snacks for Tutoring - Title I - \$250, Reading Intervention Kits (RISE - 1 kit & RISE UP - 2 kits) - ESSER III - \$12,500, Classroom Library Books/Materials - ESSER III - \$15,200, Professional Development Book Study on Small Group Instruction - ESSER III - \$1,800</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading: We commit to supporting all students in developing a love of reading by having a variety of texts to choose from in our library checkout system.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "growth" standard will increase.</p> <p>Planning: Each week, a portion of content planning will be devoted to academic conversation and small group discussions.</p> <p>Walkthroughs: P/APs will look for evidence of planned, daily small group and academic conversation with students.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Librarian, Instructional Teaching Staff and paraprofessionals</p> <p>Funding Sources: Library Books - Title I - \$5,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: We commit to supporting specifically African American, EL and SpEd students with daily writing instruction that includes word work and phonics integration in writing.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of AA students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of writing content planning will be used to integrate word work and phonics instruction in writing instruction.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful writing instruction that includes word work and phonics use.</p> <p>Staff Responsible for Monitoring: P/APs will look for evidence of purposeful writing instruction that includes word work and phonics use.</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Writing: We commit to daily student writing to increase student writing fluency, experience and technique. We commit to every student will write, every day, including the use of formative feedback during the instructional cycle.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of AA students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, every grade level will prepare for daily writing. i.e.: quick writes, independent writing, shared writing</p> <p>Walkthroughs: P/APs will look for evidence of purposeful writing instruction, evident by writer's notebooks, published pieces and grade level bulletin boards.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and paraprofessionals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: White Boards for Formative Assessment PK-5 Writing - Title I - \$575</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math: We commit to plan purposefully for vocabulary and problem solving instruction to support African American, EL & SpEd students utilizing techniques such as: Marzano's 6-step vocabulary instruction, structured student discourse, vertically aligned instructional techniques, proactive analyzing of content vocabulary, lessons and student worded problems to recognize and plan for misconceptions, identifying need for non-academic vocabulary instruction and interactive word walls. We will be incorporating writing using content vocabulary into oral and written response and including the use of formative feedback during the instructional cycle.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase. We will focus on our Asian group of students to meet the target.</p> <p>Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions, incorporating sentence stems to enhance discourse.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful vocabulary instructional techniques in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and paraprofessionals</p> <p>Funding Sources: Math Interventionist 4th & 5th - Special Allotment: Compensatory Education - \$65,000, Math Interventionist 2nd & 3rd - Title I - \$65,000, DreamBox Math Software for K-5 Students - Title I - \$9,500, Math Game Night - Title I - \$1,500, White Boards for Formative Assessment PK-5 Math - Title I - \$575, Math Tutoring Snacks for Students - Title I - \$250</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Science: We commit to plan for purposeful vocabulary instruction to support African American, EL and SpEd students including techniques such as: Marzano's 6-step vocabulary instruction, vertically aligned instructional techniques, proactive analyzing of content vocabulary, lessons and FAQs to recognize and plan for misconceptions, identifying need for non-academic vocabulary instruction and interactive word walls as well as including the use of formative feedback during the instructional cycle.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful vocabulary instructional techniques in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and paraprofessionals</p> <p>Funding Sources: White Boards for Formative Assessment PK-5 Science - Title I - \$575</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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: guided reading lessons, phonemic awareness, content vocabulary activities, fact fluency, number sense activities focusing on previous year TEKS and campus data utilizing available staff and technology applications (Achieve 3000, Amira, ST Math, DreamBox Math, etc).</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for determining activities to be used during Closing The Gap (GTP).</p> <p>Walkthroughs: P/APs will look for evidence of purposeful data-driven use of CTG time.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and paraprofessionals</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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 through clubs such as Pom Squad K-2nd grade, Woodard Dance Team for 3rd-5th grade, Art Club for 5th grade, Yearbook Club for 5th grade, Honor Choir for 5th grade, Wolves on the Run Club 1st-5th grade, Science Club for 4th & 5th grade, Young Men of Distinction for 2nd-5th grade, Girls Eliminating Modern Stereotypes (G.E.M.S.) for 4th & 5th grade, Technology Club for 3rd-5th grade, and Destination Imagination for 3rd-5th grade. We also participate in the Technology Showcase, DaVinci Day and Cy-Woods Vertical Showcase for Gifted & Talented students in 1st-5th grade, District Choral Festival for 5th grade, Name that Book Contest for 3rd-5th grade, & Spelling Bee for 3rd-5th grade.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal/AP/IS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			










Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Deepen understanding of and address specific academic needs of the African American, EL and SpEd student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Close the achievement gap for African American, EL and SpEd student groups to meet or exceed the campus improvement targets.</p> <p>1. Salaries: *The ELAR and Math interventionist will assist in ensuring the academic needs of our students are met. *The three paraeducators will assist students in K-5th through small group interventions to assist in meeting or exceeding targets attached CIP target table.</p> <p>2. Temporary Workers - will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</p> <p>3. Professional Development -The leadership team, teaching staff, and para-professionals will attend virtual professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>4. Instructional Supplies: *Student instructional supplies will be used to assist in the delivery of instruction, identify additional targeted math lessons using DreamBox software, and support the use of formative assessments and improve the home-school connection of reading at home with parents, and include PAFE supplies to support children at home.</p> <p>5. Library Books: * Library Books - Additional books will be purchased to diversify the book collection to pique the interest of our students in support of a love of reading.</p> <p>6. Student and PAFE snacks will be used to support before/after school tutoring and hosting of event such as Bedtime Story Night and Math Game Night to model strategies for parents to use at home to support their children.</p> <p>Staff Responsible for Monitoring: Principal/AP/IS/Librarian</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Math & ELAR Interventionists - Title I - \$130,000, Instructional Paraprofessionals - Title I - \$120,000, Temporary Workers - Extended Time Tutoring - Title I - \$7,000, DreamBox K-5 Math Software - Title I - \$9,500, Take Home Reading Book Bags - Title I - \$5,300, White Boards for Formative Assessments - Title I - \$3,644, Student Snacks - Title I - \$500, Library Books - Title I - \$5,000, PAFE Snacks - Title I - \$3,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 1: 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: We will hold an extended day Welcome Back Camp for students to reacclimate to the school setting, learn to work collaboratively with peers, learn to problem-solve social situations & manage the everyday demands of school . Students invited will include ones that qualify based on 1+ areas: 1. Students on CFISD Connect ALL year 2020-2021 2. Students who failed 1+ EOY assessments in reading/math (i.e. DPM or STAAR) 3. Students that were placed or retained 4. Students that are in SpEd 5. Students on tier 2-3 for behavior (may have a BIP via 504 or SpEd)</p> <p>Strategy's Expected Result/Impact: Students attending the 2021-2022 Welcome Back Camp will have 98%+ attendance at the end of the 1st 9-weeks. In addition, students attending the 2021-2022 Welcome Back Camp will have no more than 1 discipline referral and 0 office referrals the 1st 9-weeks. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core content area interventionist: Students in grades 2-5 reading below grade level or ones that failed 1+ EOY assessments (DPM or STAAR) will be pulled into a reading/writing group with a content area specialist. Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, students in the target group will make 1 year of growth (2nd-5th) in reading and 90%+ will pass the DPM (2nd) or reach the approaches level on STAAR (3rd-5th). Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus-Wide Book Study on Meeting Student's Social Emotional Needs Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, students in the target group will make 1 year of growth (2nd-5th) in reading and 90%+ will pass the DPM (2nd) or reach the approaches level on STAAR (3rd-5th). Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All ELAR Teachers will participate in a book study throughout the year on improving small group instructional practices. The book is called Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, students in the target group will make 1 year of growth (2nd-5th) in reading and 90%+ will pass the DPM (2nd) or reach the approaches level on STAAR (3rd-5th).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Additional classroom literacy materials are needed to increase student engagement in reading through a wider variety of self-selected texts to include materials from diverse perspectives. These materials will be used to improve reading interest, reading stamina, and improve social interactions among/across classes through small group instruction, book clubs and literature circles.</p> <p>Strategy's Expected Result/Impact: meet or exceed STAAR targets on the attached data tables</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: 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: Students will be provided with small group extended time learning opportunities with a math or reading specialist.</p> <p>Strategy's Expected Result/Impact: Students will show growth at every level on STAAR based on previous performance towards approaches, meets and masters levels.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, & Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Temporary Workers for ELAR & Math - Special Allotment: Compensatory Education - \$4,375</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: 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: The Safety Task Force Rep at each grade level will continue to monitor/revise the EOP by meeting regularly with the APs, ensure drills are executed with fidelity, and tabletop scenarios are practiced on a regular basis with a campus shared language of the Standard Safety Protocol. COVID-19 Health & Safety Procedures have been added across the campus.</p> <p>Strategy's Expected Result/Impact: Improved Standard Safety Protocol of Shared Language in Response to an Emergency or Crisis</p> <p>Staff Responsible for Monitoring: None</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: None</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Goal 2

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

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

Evaluation Data Sources: Student attendance records










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Students will be acknowledged for perfect attendance and exemplary attendance each 9-weeks through certificates and an end-of-year awards ceremony.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at 98+%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Homeroom Teachers & Registrar/Attendance Secretary</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			











Goal 2: 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 5%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 25%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Behavior Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions will be reduced as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists & AP Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions will remain at 0% as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists and AP Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements will remain at 0% as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists and AP Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention will remain at 0% of violent incidents as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists and AP Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: 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> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will provide incentives each 9-weeks based on attendance to include things such as certificates, public acknowledgements and pre-packaged snacks for those that meet the target attendance each 9-weeks</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: None</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 professional development based on identified needs of our student's academic, behavioral and social-emotional needs.










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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Our whole campus CTE was on Trauma Informed Resilience Focused preparation for students through the STARR Commonwealth to prepare for the return of our students who have been out of school for 6+ months.</p> <p>Strategy's Expected Result/Impact: The result of this learning is to have a mental framework as to where our students are coming from and appropriately manage their social-emotional needs as part of the foundation of restorative practices.</p> <p>Staff Responsible for Monitoring: Principal, APs, & Mental Health Vertical Committee</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: 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 be maintained.

Evaluation Data Sources: Parent participation at campus/off-campus events, parent communication with the campus staff, and parent support/participation for meetings in person and on Zoom.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The staff will host a Fall 2021 & Spring 2022 Curriculum Night for parents with students in grades PK-5. This will be offered face-to-face, via live Zoom, and be pre-recorded Zoom sessions to support working parents.</p> <p>Strategy's Expected Result/Impact: Parents will be active participants in their child's education if they understand the curriculum, instruction and assessment needs at each grade level.</p> <p>Staff Responsible for Monitoring: Principal/APs/ISs/Grade Level Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent and Family Engagement: Parent and Family Engagement: Our staff will utilize their individual and collective talents to partner with the PTO to give parents multiple opportunities to engage with the school as a partner in their child's education through PE, Fine Arts, Technology, Library Book Check-out and a variety of student clubs that are co-curricular and extra-curricular in nature.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will be maintained.</p> <p>Staff Responsible for Monitoring: Principal & VIPS Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The staff will host a Family Reading Night to support parents in understanding the value of reading aloud to their children and support parents with training on the types of questions that they can use to support their children during a reading activity.</p> <p>Strategy's Expected Result/Impact: Parents will be better able to support their children at home while helping their children develop a love of reading.</p> <p>Staff Responsible for Monitoring: Principal/APs/ELAR ISs/Librarian</p> <p>Funding Sources: Reading Materials & Strategy Cards & Snacks - Title I - \$1,500</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The staff will host a Family Math Night to support parents in understanding the value of utilizing math games and strategies to support their children at home with training on ways to make math engaging and fun.</p> <p>Strategy's Expected Result/Impact: Parents will be better able to support their children at home while helping their children develop a love of math.</p> <p>Staff Responsible for Monitoring: Principal/APs/Math ISs</p> <p>Funding Sources: Math Games & Activities with Snacks - Title I - \$1,500</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Staff Members will advocate for parents to partner with us in the education of their children by offering meetings in a variety of ways including face-to-face, phone, email, Zoom, pre-recorded Zoom, and home visits.</p> <p>Strategy's Expected Result/Impact: Parents will have multiple avenues to support their children and partner with the teachers and staff on campus.</p> <p>Staff Responsible for Monitoring: Principal/APs/ISs/SLP/Diagnostician/Grade Level Teachers</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Title I Campus: Parent and Family Engagement Policy: On August 19, 2021, the campus jointly developed/amended and distributed to all parents and family members within the school. 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, district website, and in the following location: Waterford 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 & Principal's Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Title I Campus: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Examples include: Curriculum Night in the fall and spring semesters (including a Zoom option for attendance) on different evenings, Bedtime Story Night, Math Game Night, Family Night at the Book Fair, Grade Level Musicals, PTO Meetings in person/by Zoom, 5th Grade Student Leadership Parent VIPS meetings, and various club showcase events during the day/evening.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 10 % due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal & Principal's Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

State Compensatory

Budget for Woodard 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 Woodard Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
2 positions	Core Content Area Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Intervention	ELAR	1
Staff	Intervention	Math	1
Staff	Paraprofessional	Classroom Aide	1
Staff	Paraprofessional	Classroom Aide	1
Staff	Paraprofessional	Classroom Aide	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Intervention Kits (RISE - 1 kit & RISE UP - 2 kits)		\$12,500.00
1	1	1	Professional Development Book Study on Small Group Instruction		\$1,800.00
1	1	1	Classroom Library Books/Materials		\$15,200.00
1	1	1	ELAR Interventionist 2nd-5th		\$70,000.00
Sub-Total					\$99,500.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Family Reading Night		\$1,500.00
1	1	1	ELAR Interventionist 2nd-5th		\$65,000.00
1	1	1	Student Snacks for Tutoring		\$250.00
1	1	1	Take Home Reader Book Bags		\$5,300.00
1	1	1	White Boards for Formative Assessment PK-5 Reading	575	\$0.00
1	1	2	Library Books		\$5,000.00
1	1	4	White Boards for Formative Assessment PK-5 Writing		\$575.00
1	1	5	Math Interventionist 2nd & 3rd		\$65,000.00
1	1	5	DreamBox Math Software for K-5 Students		\$9,500.00
1	1	5	Math Game Night		\$1,500.00
1	1	5	Math Tutoring Snacks for Students		\$250.00
1	1	5	White Boards for Formative Assessment PK-5 Math		\$575.00
1	1	6	White Boards for Formative Assessment PK-5 Science		\$575.00
1	1	9	Math & ELAR Interventionists		\$130,000.00
1	1	9	PAFE Snacks		\$3,000.00
1	1	9	Student Snacks		\$500.00
1	1	9	Take Home Reading Book Bags		\$5,300.00
1	1	9	Library Books		\$5,000.00
1	1	9	Temporary Workers - Extended Time Tutoring		\$7,000.00
1	1	9	Instructional Paraprofessionals		\$120,000.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	DreamBox K-5 Math Software		\$9,500.00
1	1	9	White Boards for Formative Assessments		\$3,644.00
4	1	3	Reading Materials & Strategy Cards & Snacks		\$1,500.00
4	1	4	Math Games & Activities with Snacks		\$1,500.00
Sub-Total					\$441,969.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Temporary Workers for ELAR & Math		\$4,375.00
Sub-Total					\$4,375.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Math Interventionist 4th & 5th		\$65,000.00
Sub-Total					\$65,000.00

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	Woodard	All	157	125	80%	81%	1%	176	159	90%
Math	3	Woodard	Hispanic	53	41	77%	78%	1%	65	59	91%
Math	3	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Woodard	Asian	26	22	85%	86%	1%	32	31	97%
Math	3	Woodard	African Am.	31	20	65%	66%	1%	30	26	87%
Math	3	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Woodard	White	40	35	88%	89%	1%	43	37	86%
Math	3	Woodard	Two or More	6	6	100%	100%	0%	6	6	100%
Math	3	Woodard	Eco. Dis.	92	69	75%	76%	1%	102	89	87%
Math	3	Woodard	LEP Current	15	8	53%	54%	1%	14	12	86%
Math	3	Woodard	At-Risk	62	39	63%	64%	1%	93	78	84%
Math	3	Woodard	SPED	12	7	58%	59%	1%	15	9	60%
Math	4	Woodard	All	182	118	65%	66%	1%	178	145	81%
Math	4	Woodard	Hispanic	56	30	54%	55%	1%	58	45	78%
Math	4	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Woodard	Asian	35	29	83%	84%	1%	32	30	94%
Math	4	Woodard	African Am.	36	16	44%	45%	1%	40	26	65%
Math	4	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Woodard	White	48	38	79%	80%	1%	41	37	90%
Math	4	Woodard	Two or More	6	4	67%	68%	1%	6	6	100%
Math	4	Woodard	Eco. Dis.	91	50	55%	56%	1%	103	78	76%
Math	4	Woodard	LEP Current	19	11	58%	59%	1%	16	14	88%
Math	4	Woodard	At-Risk	46	28	61%	62%	1%	89	61	69%
Math	4	Woodard	SPED	8	2	25%	26%	1%	17	7	41%
Math	5	Woodard	All	157	129	82%	83%	1%	200	160	80%
Math	5	Woodard	Hispanic	51	39	76%	77%	1%	61	47	77%
Math	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Woodard	Asian	28	25	89%	90%	1%	43	42	98%
Math	5	Woodard	African Am.	39	31	79%	80%	1%	40	23	58%
Math	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Woodard	White	35	31	89%	90%	1%	49	42	86%
Math	5	Woodard	Two or More	*	*	*	*	*	6	5	83%
Math	5	Woodard	Eco. Dis.	84	66	79%	80%	1%	99	71	72%
Math	5	Woodard	LEP Current	19	12	63%	64%	1%	26	23	88%
Math	5	Woodard	At-Risk	91	69	76%	77%	1%	140	103	74%
Math	5	Woodard	SPED	11	5	45%	46%	1%	9	4	44%

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	Woodard	All	156	129	83%	84%	1%	176	160	91%
Reading	3	Woodard	Hispanic	52	43	83%	84%	1%	65	59	91%
Reading	3	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Woodard	Asian	26	21	81%	82%	1%	32	30	94%
Reading	3	Woodard	African Am.	31	21	68%	69%	1%	30	27	90%
Reading	3	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Woodard	White	40	37	93%	94%	1%	43	38	88%
Reading	3	Woodard	Two or More	6	6	100%	100%	0%	6	6	100%
Reading	3	Woodard	Eco. Dis.	91	70	77%	78%	1%	102	89	87%
Reading	3	Woodard	LEP Current	15	9	60%	61%	1%	14	10	71%
Reading	3	Woodard	At-Risk	62	41	66%	67%	1%	93	78	84%
Reading	3	Woodard	SPED	12	6	50%	51%	1%	15	7	47%
Reading	4	Woodard	All	180	126	70%	71%	1%	178	153	86%
Reading	4	Woodard	Hispanic	56	38	68%	69%	1%	58	53	91%
Reading	4	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Woodard	Asian	35	31	89%	90%	1%	32	27	84%
Reading	4	Woodard	African Am.	36	16	44%	45%	1%	40	28	70%
Reading	4	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Woodard	White	47	37	79%	80%	1%	41	38	93%
Reading	4	Woodard	Two or More	5	4	80%	81%	1%	6	6	100%
Reading	4	Woodard	Eco. Dis.	90	57	63%	64%	1%	103	83	81%
Reading	4	Woodard	LEP Current	19	12	63%	64%	1%	16	12	75%
Reading	4	Woodard	At-Risk	46	32	70%	71%	1%	89	69	78%
Reading	4	Woodard	SPED	8	3	38%	39%	1%	17	8	47%
Reading	5	Woodard	All	156	123	79%	80%	1%	200	176	88%
Reading	5	Woodard	Hispanic	51	39	76%	77%	1%	61	56	92%
Reading	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Woodard	Asian	28	24	86%	87%	1%	43	41	95%
Reading	5	Woodard	African Am.	38	28	74%	75%	1%	40	29	73%
Reading	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Woodard	White	35	29	83%	84%	1%	49	45	92%
Reading	5	Woodard	Two or More	*	*	*	*	*	6	4	67%
Reading	5	Woodard	Eco. Dis.	84	59	70%	71%	1%	99	85	86%
Reading	5	Woodard	LEP Current	19	9	47%	48%	1%	26	22	85%
Reading	5	Woodard	At-Risk	91	65	71%	72%	1%	140	118	84%
Reading	5	Woodard	SPED	11	3	27%	28%	1%	9	3	33%

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

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Woodard	All	156	120	77%	78%	1%	200	151	76%
Science	5	Woodard	Hispanic	51	42	82%	83%	1%	61	48	79%
Science	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Woodard	Asian	28	23	82%	83%	1%	43	39	91%
Science	5	Woodard	African Am.	38	24	63%	64%	1%	40	17	43%
Science	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Woodard	White	35	28	80%	81%	1%	49	41	84%
Science	5	Woodard	Two or More	*	*	*	*	*	6	5	83%
Science	5	Woodard	Eco. Dis.	85	60	71%	72%	1%	99	68	69%
Science	5	Woodard	LEP Current	19	9	47%	48%	1%	26	21	81%
Science	5	Woodard	At-Risk	91	63	69%	70%	1%	140	95	68%
Science	5	Woodard	SPED	11	3	27%	28%	1%	9	2	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	
					#	%				#	%
Math	4	Woodard	All	182	65	36%	37%	1%	178	82	46%
Math	4	Woodard	Hispanic	56	15	27%	28%	1%	58	16	28%
Math	4	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Woodard	Asian	35	17	49%	50%	1%	32	22	69%
Math	4	Woodard	African Am.	36	6	17%	18%	1%	40	14	35%
Math	4	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Woodard	White	48	24	50%	51%	1%	41	25	61%
Math	4	Woodard	Two or More	6	2	33%	34%	1%	6	5	83%
Math	4	Woodard	Eco. Dis.	91	24	26%	27%	1%	103	39	38%
Math	4	Woodard	LEP Current	19	6	32%	33%	1%	16	6	38%
Math	4	Woodard	At-Risk	46	18	39%	40%	1%	89	29	33%
Math	4	Woodard	SPED	8	1	13%	14%	1%	17	3	18%
Math	5	Woodard	All	157	84	54%	55%	1%	200	106	53%
Math	5	Woodard	Hispanic	51	22	43%	44%	1%	61	24	39%
Math	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Woodard	Asian	28	21	75%	76%	1%	43	35	81%
Math	5	Woodard	African Am.	39	17	44%	45%	1%	40	10	25%
Math	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Woodard	White	35	23	66%	67%	1%	49	32	65%
Math	5	Woodard	Two or More	*	*	*	*	*	6	4	67%
Math	5	Woodard	Eco. Dis.	84	37	44%	45%	1%	99	41	41%
Math	5	Woodard	LEP Current	19	5	26%	27%	1%	26	10	38%
Math	5	Woodard	At-Risk	91	39	43%	44%	1%	140	56	40%
Math	5	Woodard	SPED	11	3	27%	28%	1%	9	0	0%
Reading	4	Woodard	All	180	71	39%	40%	1%	178	134	75%
Reading	4	Woodard	Hispanic	56	23	41%	42%	1%	58	42	72%
Reading	4	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Woodard	Asian	35	20	57%	58%	1%	32	27	84%
Reading	4	Woodard	African Am.	36	6	17%	18%	1%	40	23	58%
Reading	4	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Woodard	White	47	21	45%	46%	1%	41	35	85%
Reading	4	Woodard	Two or More	5	1	20%	21%	1%	6	6	100%
Reading	4	Woodard	Eco. Dis.	90	27	30%	31%	1%	103	71	69%
Reading	4	Woodard	LEP Current	19	5	26%	27%	1%	16	10	63%
Reading	4	Woodard	At-Risk	46	17	37%	38%	1%	89	56	63%
Reading	4	Woodard	SPED	8	1	13%	14%	1%	17	5	29%

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	Woodard	All	156	87	56%	57%	1%	200	125	63%
Reading	5	Woodard	Hispanic	51	27	53%	54%	1%	61	35	57%
Reading	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Woodard	Asian	28	17	61%	62%	1%	43	37	86%
Reading	5	Woodard	African Am.	38	20	53%	54%	1%	40	16	40%
Reading	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Woodard	White	35	23	66%	67%	1%	49	33	67%
Reading	5	Woodard	Two or More	*	*	*	*	*	6	4	67%
Reading	5	Woodard	Eco. Dis.	84	39	46%	47%	1%	99	52	53%
Reading	5	Woodard	LEP Current	19	4	21%	22%	1%	26	12	46%
Reading	5	Woodard	At-Risk	91	39	43%	44%	1%	140	73	52%
Reading	5	Woodard	SPED	11	2	18%	19%	1%	9	1	11%
Science	5	Woodard	All	156	65	42%	43%	1%	200	91	46%
Science	5	Woodard	Hispanic	51	16	31%	32%	1%	61	28	46%
Science	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Woodard	Asian	28	18	64%	65%	1%	43	25	58%
Science	5	Woodard	African Am.	38	13	34%	35%	1%	40	6	15%
Science	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Woodard	White	35	18	51%	52%	1%	49	29	59%
Science	5	Woodard	Two or More	*	*	*	*	*	6	3	50%
Science	5	Woodard	Eco. Dis.	85	27	32%	33%	1%	99	32	32%
Science	5	Woodard	LEP Current	19	2	11%	12%	1%	26	8	31%
Science	5	Woodard	At-Risk	91	29	32%	33%	1%	140	44	31%
Science	5	Woodard	SPED	11	1	9%	10%	1%	9	1	11%

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	Woodard	All	157	24	15%	16%	1%	176	56	32%
Math	3	Woodard	Hispanic	53	5	9%	10%	1%	65	18	28%
Math	3	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Woodard	Asian	26	8	31%	32%	1%	32	14	44%
Math	3	Woodard	African Am.	31	3	10%	11%	1%	30	8	27%
Math	3	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Woodard	White	40	6	15%	16%	1%	43	13	30%
Math	3	Woodard	Two or More	6	2	33%	34%	1%	6	3	50%
Math	3	Woodard	Eco. Dis.	92	3	3%	4%	1%	102	28	27%
Math	3	Woodard	LEP Current	15	0	0%	1%	1%	14	2	14%
Math	3	Woodard	At-Risk	62	5	8%	9%	1%	93	22	24%
Math	3	Woodard	SPED	12	0	0%	1%	1%	15	1	7%
Math	4	Woodard	All	182	38	21%	22%	1%	178	48	27%
Math	4	Woodard	Hispanic	56	8	14%	15%	1%	58	9	16%
Math	4	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Woodard	Asian	35	12	34%	35%	1%	32	15	47%
Math	4	Woodard	African Am.	36	3	8%	9%	1%	40	6	15%
Math	4	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Woodard	White	48	13	27%	28%	1%	41	15	37%
Math	4	Woodard	Two or More	6	1	17%	18%	1%	6	3	50%
Math	4	Woodard	Eco. Dis.	91	13	14%	15%	1%	103	18	17%
Math	4	Woodard	LEP Current	19	3	16%	17%	1%	16	4	25%
Math	4	Woodard	At-Risk	46	10	22%	23%	1%	89	16	18%
Math	4	Woodard	SPED	8	0	0%	1%	1%	17	0	0%
Math	5	Woodard	All	157	52	33%	34%	1%	200	51	26%
Math	5	Woodard	Hispanic	51	11	22%	23%	1%	61	9	15%
Math	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Woodard	Asian	28	16	57%	58%	1%	43	21	49%
Math	5	Woodard	African Am.	39	11	28%	29%	1%	40	2	5%
Math	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Woodard	White	35	14	40%	41%	1%	49	16	33%
Math	5	Woodard	Two or More	*	*	*	*	*	6	3	50%
Math	5	Woodard	Eco. Dis.	84	21	25%	26%	1%	99	19	19%
Math	5	Woodard	LEP Current	19	3	16%	17%	1%	26	5	19%
Math	5	Woodard	At-Risk	91	25	27%	28%	1%	140	22	16%
Math	5	Woodard	SPED	11	1	9%	10%	1%	9	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	
					#	%				#	%
Reading	3	Woodard	All	156	38	24%	25%	1%	176	79	45%
Reading	3	Woodard	Hispanic	52	8	15%	16%	1%	65	23	35%
Reading	3	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Woodard	Asian	26	9	35%	36%	1%	32	18	56%
Reading	3	Woodard	African Am.	31	6	19%	20%	1%	30	19	63%
Reading	3	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Woodard	White	40	13	33%	34%	1%	43	15	35%
Reading	3	Woodard	Two or More	6	2	33%	34%	1%	6	4	67%
Reading	3	Woodard	Eco. Dis.	91	17	19%	20%	1%	102	43	42%
Reading	3	Woodard	LEP Current	15	0	0%	1%	1%	14	2	14%
Reading	3	Woodard	At-Risk	62	8	13%	14%	1%	93	29	31%
Reading	3	Woodard	SPED	12	0	0%	1%	1%	15	2	13%
Reading	4	Woodard	All	180	35	19%	20%	1%	178	72	40%
Reading	4	Woodard	Hispanic	56	7	13%	14%	1%	58	18	31%
Reading	4	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Woodard	Asian	35	11	31%	32%	1%	32	19	59%
Reading	4	Woodard	African Am.	36	4	11%	12%	1%	40	14	35%
Reading	4	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Woodard	White	47	13	28%	29%	1%	41	16	39%
Reading	4	Woodard	Two or More	5	0	0%	1%	1%	6	4	67%
Reading	4	Woodard	Eco. Dis.	90	11	12%	13%	1%	103	33	32%
Reading	4	Woodard	LEP Current	19	2	11%	12%	1%	16	5	31%
Reading	4	Woodard	At-Risk	46	9	20%	21%	1%	89	25	28%
Reading	4	Woodard	SPED	8	0	0%	1%	1%	17	3	18%
Reading	5	Woodard	All	156	62	40%	41%	1%	200	82	41%
Reading	5	Woodard	Hispanic	51	17	33%	34%	1%	61	21	34%
Reading	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Woodard	Asian	28	13	46%	47%	1%	43	27	63%
Reading	5	Woodard	African Am.	38	14	37%	38%	1%	40	7	18%
Reading	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Woodard	White	35	18	51%	52%	1%	49	24	49%
Reading	5	Woodard	Two or More	*	*	*	*	*	6	3	50%
Reading	5	Woodard	Eco. Dis.	84	25	30%	31%	1%	99	34	34%
Reading	5	Woodard	LEP Current	19	3	16%	17%	1%	26	8	31%
Reading	5	Woodard	At-Risk	91	24	26%	27%	1%	140	39	28%
Reading	5	Woodard	SPED	11	2	18%	19%	1%	9	1	11%

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	Woodard	All	156	33	21%	22%	1%	200	42	21%
Science	5	Woodard	Hispanic	51	8	16%	17%	1%	61	9	15%
Science	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Woodard	Asian	28	11	39%	40%	1%	43	14	33%
Science	5	Woodard	African Am.	38	7	18%	19%	1%	40	3	8%
Science	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Woodard	White	35	7	20%	21%	1%	49	16	33%
Science	5	Woodard	Two or More	*	*	*	*	*	6	0	0%
Science	5	Woodard	Eco. Dis.	85	13	15%	16%	1%	99	11	11%
Science	5	Woodard	LEP Current	19	2	11%	12%	1%	26	4	15%
Science	5	Woodard	At-Risk	91	17	19%	20%	1%	140	12	9%
Science	5	Woodard	SPED	11	1	9%	10%	1%	9	0	0%

Woodard

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 57% to 67% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
57%	59%	61%	64%	67%

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	53%	48%	68%						46%		57%	58%	52%
2022	55%	50%	70%	NA	NA	NA	NA	NA	48%	NA	59%	60%	54%
2023	57%	52%	72%	NA	NA	NA	NA	NA	50%	NA	61%	62%	56%
2024	60%	55%	75%	NA	NA	NA	NA	NA	53%	NA	64%	65%	59%
2025	63%	58%	78%	NA	NA	NA	NA	NA	56%	NA	67%	68%	62%

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 52% to 62% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
52%	54%	56%	59%	62%

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	47%	31%	73%						40%		43%	54%	44%
2022	49%	33%	75%	NA	NA	NA	NA	NA	42%	NA	45%	56%	46%
2023	51%	35%	77%	NA	NA	NA	NA	NA	44%	NA	47%	58%	48%
2024	54%	38%	80%	NA	NA	NA	NA	NA	47%	NA	50%	61%	51%
2025	57%	41%	83%	NA	NA	NA	NA	NA	50%	NA	53%	64%	54%

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.