

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

# Mission Statement

The community of Walker Elementary is dedicated to creating an atmosphere in which students, parents, and teachers work collaboratively to build the foundation that supports each child in achieving his/her full potential. This environment promotes learning opportunities that enable our students to become effective communicators, competent problem solvers, self-directed learners, responsible citizens, and quality producers.

## Vision

Doing What's Best For Kids

Positive \* Safe \* Engaging

## C.A.T.S.

As a PBIS school, Walker Elementary is committed to using Positive Behavioral and Intervention Supports to ensure that our students excel behaviorally and academically. Our motto is **C.A.T.S.**, which represents Commit to Excellence, Act Respectfully, Team Player, and Self Control. The Walker Wildcats "**Show their CATS**" every day!

# Table of Contents

- Comprehensive Needs Assessment 4
  - Needs Assessment Overview 4
  - Student Achievement 5
  - School Culture and Climate 7
  - Staff Quality, Recruitment, and Retention 8
  - Parent and Community Engagement 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
  - 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. 14
  - Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 19
  - Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 24
  - Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 26
- State Compensatory 28
  - Budget for Walker Elementary School 29
  - Personnel for Walker Elementary School 29
- Title I Personnel 29
- Campus Funding Summary 30
- Addendums 31

# 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:

- 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

In summary, the comprehensive needs assessment denotes the following: Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

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 Settlers Village Clubhouse.

# 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 Targeted Support and Improvement in the following area(s): all students (Academic Achievement Reading, Academic Achievement Math, Student Success) and 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

3rd grade reading - Approaches - 75% all students, 71% economically disadvantaged students, and 69% LEP. All of these subpopulations were higher than the target %, district % and cluster group %.

4th grade reading - Approaches - 71% hispanic. This subpopulations was higher than the target %, district % and cluster group %.

5th grade reading - Approaches - 81% hispanic, 79% economically disadvantaged, and 67% LEP. All of these subpopulations were higher than the target %, district % and cluster group %.

5th grade math - Approaches - 80% hispanic, and 71% LEP. All of these subpopulations were higher than the target %, district % and cluster group %.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: To fill in the gaps, we need to provide consistent and quality instruction through daily guided reading and strategy groups for all students. **Root Cause:** Reading: Lack of opportunities to model strong reading behaviors to help with the fluency and comprehension for our students.

**Problem Statement 2:** Writing: Students are unable to maintain focus and organization throughout their writing across all genres. **Root Cause:** Writing: Teachers and in-class support paras are lacking adequate opportunities for training, collaboration, and in-class coaching in order to provide consistent and meaningful writing conferences to their students.

**Problem Statement 3:** Math: Students may show a deficit in mathematical reasoning, applications, and vocabulary. **Root Cause:** Math: Mathematics foundation is lacking and students will need multiple opportunities through manipulatives, real life experiences and strong number talks to strengthen their mathematical knowledge.

**Problem Statement 4:** Science: Students may display an absence of science vocabulary and hands on experiences as required in the science TEKS. **Root Cause:** Science: Science foundation is lacking and students will need multiple opportunities through strong vocabulary instruction and modeling, and the implementation of hands on experiences to strengthen their foundation.

**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:** Targeted Support and Improvement Reading (data based on 2018-19 identification): Reading target score is below the expected target score in the areas of all students and white students. **Root Cause:** Targeted Support and Improvement Reading: Teachers do not have an organized and engaging classroom library.

**Problem Statement 8:** Targeted Support and Improvement Math (data based on 2018-19 identification): Math target score is below the expected target score in the areas of all students and white students. **Root Cause:** Targeted Support and Improvement Math: Teachers are not comfortable with how to use manipulatives.

# School Culture and Climate

## School Culture and Climate Strengths

Walker Elementary has a strong vertical team of teachers that strives to continue providing the best instructional practices for our students. The vertical team meets regularly and communicates where we are as a campus and how we can better align ourselves as a community.

We have developed a strong culture of restorative practices and regular community circles that focus on repairing or strengthening relationships for.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Parent and Community Engagement: We need to find ways to promote more parents to volunteer for school wide activities and within the classrooms. **Root Cause:** Parent and Community Engagement: Without a PTO, there is not a specific group following through with promoting more volunteers.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

Our staff here at Walker realizes the importance of being here for our students. We are working together as teams to ensure that good classroom instruction occurs daily. We are always looking at vertical alignment and filling in the gaps.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Students do not receive quality instruction when staff is not present. **Root Cause:** Teacher/Paraprofessional Attendance: Not closely monitoring absences or noticing patterns.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

When Walker has evening events, the parents set aside time to attend. We have parents wanting to be involved with the many activities that we had planned. We will continue to look for activities that appeal to our community.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: We need to find ways to promote more parents to volunteer for school wide activities and within the classrooms. **Root Cause:** Parent and Community Engagement: Without a PTO, there is not a specific group following through with promoting more volunteers.

# 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)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (Rtl) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# 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 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><b>Strategy 1: Reading:</b> Instructional Specialists and Vertical Team will help align and provide training in phonics instruction and insure direct instruction is properly planned for students in grades PK-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Instructional Specialists and Vertical Team will help align strategies for writing longer and stronger for students receiving instruction in grades PK-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>All grade levels PK-5 will participate in monthly vertical team meetings to successfully align instruction in the writing process.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> Instructional Specialists and Vertical Team will help vertically align grammar, editing rules, and revision strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>All grade levels PK-5 will participate in monthly vertical team meetings to successfully align instruction in the writing process.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Librarian, Assistant Principals and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: Instructional Specialists and Vertical Team will help align and plan lessons that allow for real world connections, higher level learning opportunities, enhanced vocabulary and focused number sense lessons by incorporating daily content conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers will use data to determine deficiencies and implement reteaching opportunities.</p> <p>Librarian will conduct book talks related to math and science topics.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Librarian, Assistant Principals, and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: Instructional Specialists and Vertical Team will ensure alignment for learning vocabulary in the science classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>All grade levels PK-5 will produce lessons that allow for solid learning of vocabulary through movement and providing experiences to help with recall of meaning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Teachers will use this time to review or reteach concepts that require more depth or several repeated opportunities to grasp.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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: Monthly virtual garden lessons for all second graders. Grade levels K, 1, 3, 4 and 5 will have two garden lessons for the 2021-2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>All students in K-5 will benefit from hands on learning in the garden virtually and specific lessons that support specific grade level Science TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Deepen understanding of and address specific academic needs of the all, white and economically disadvantaged student groups in an effort to address the needs of all students, particularly at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Salaries - Reading Interventionists will provide extra support in reading classrooms with a focus on comprehension for students that are in need. Math Support Paraprofessional will provide extra support in math classrooms for students that are in need. 5th grade Class Size Reduction will be able to provide students a smaller and more intensive learning environment that specifically targets academic needs.</p> <p>2. Brain Pop Subscription - subscription that allows for real life connections in the classrooms.</p> <p>3. Imagine Learning - students will utilize Imagine Learning as an additional intervention at school and at home to assist in meeting or exceeding instructional targets.</p> <p>4. Ready to Grow Gardens - Provide curriculum, activities and lessons tied to curriculum for students both at school and at home. Will also provide supplies to maintain the garden for the lessons.</p> <p>5. Heinemann - Teaching Writing in Small Groups book study with Reading/Language Arts teachers.</p> <p>6. Instructional Specialists extra duty pay to prepare and deliver staff development the start of the 2021-2022 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Brain Pop - Title I - \$3,250, Imagine Learning - Title I - \$7,000, Ready to Grow Gardens - Title I - \$13,200, Salaries - Title I - \$395,158.53, Heinemann - Title I - \$1,018.21, Extra Duty - Professional Development - Title I - \$3,653.52</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Tutoring:</b> Walker Elementary teachers and interventionists will provide after school tutorials for our target group, grades 2-5, specifically in the area of math. We will provide opportunities for a review and reteach of concepts in math.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students attending 2021-2022 math tutorials will experience growth in their checkpoint scores within the first semester of school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Extra Duty Pay for tutoring - ESSER III - \$30,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Core Content Area Interventionist - master teacher</b> that will be working with students in the classroom in grades 2-5 during the grade level's "Closing the Gap" time. This will be a targeted time for the review of weaker math concepts and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-2022 school year, 95% of the students working with the core content area interventionist will reach Approaches or higher on the math STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Math Interventionist - ESSER III - \$70,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Phonics instruction staff development</b> will be provided by consultant Shonda Guthrie. The focus will be implementation and planning of phonics instruction by grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-2022 school year, students will experience growth in phonemic awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 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><b>Strategy 1:</b> Provide supplemental support for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience growth on assessments and/or benchmarks with the added support in the classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals and Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies - Special Allotment: Compensatory Education - \$4,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 4: Targeted Support and Improvement:** 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: all students (Academic Achievement Reading (44%), Academic Achievement Math (46%), Student Success (47%) and White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Student Success (58%))

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Targeted Support and Improvement Reading: In planning, staff development and vertical team meetings, teachers will discuss and plan how to have an organized structure, explicit expectations, and a check in system in order to have an effective independent reading block.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Targeted Support and Improvement Math: In planning, we will purposefully plan and model the proper use of manipulatives. We will discuss how to incorporate the manipulatives into our daily instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Continue the district's "Project Safety" curriculum focusing on bullying and drug prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will form positive relationships with one another and utilize appropriate communication skills to address problems or disagreements.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Counselors, Assistant Principals and Principal.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</b></p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Motivate students to attend school daily by creating an engaging and supportive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 98%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Counselors, Behavior Interventionist, Assistant Principals, and Principal.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</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 10%.

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Community Circles will be done every Monday in homeroom classes. Topics will be based on need and discipline data.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Behavior Interventionist, Assistant Principals and Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: More natural consequences and limit time away from initial classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Behavior Interventionist and Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: More natural consequences and limit DMC to non instructional times.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Behavior Interventionist and Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: The use of SOS will be used as a last resort and concentrating more on natural consequences, relationship building and community circles.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Behavior Interventionist, Counselors and Principal.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Violence Prevention: More natural consequences and limit time away from initial classroom instruction. <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0% <b>Staff Responsible for Monitoring:</b> Principal	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: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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

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

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

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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 15%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Maintain consistent emphasis on initial instruction by classroom teachers and celebrating perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 15%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</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><b>Strategy 1:</b> High-Quality Professional Development: District Professional Development and specific campus based ongoing staff development through Vertical Team Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Vertically aligned campus in all subject areas. Providing teachers with opportunities to successfully navigate digital learning and future ready skills.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals and Principal.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** By the end of the 2021-22 school year, parent and family engagement will increase by 35%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Provide opportunities to promote involvement that will in turn support education and safety. Will encourage families to participate in support of campus initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 35%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Behavior Interventionist, Assistant Principal and Principal.</p> <p><b>Funding Sources:</b> PAFE Supplies - Title I - \$5,153</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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 locations: front office and Settlers Village Clubhouse.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Librarian, Instructional Specialists and Principal.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 35% due to the campus offering flexible meeting dates and times.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Behavior Interventionist, Assistant Principals and Principal.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</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>			

# State Compensatory

## Budget for Walker Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 6**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Walker Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Teacher	1
1 position	Instructional Specialist	1
1 position	Testing Coordinator	1
1 position	Behavior Interventionist	1
2 positions	Core Content Area Interventionist	1
2 positions	Reaching Enrichment/SGRI Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Interventionist	Primary Reading	.5
Staff	Interventionist	Math	.5
Staff	Interventionist	Reading	1
Staff	Instructional Specialist	Technology	1
Staff	Interventionist	Writing	1
Staff	Interventionist	Primary Reading	1

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay for tutoring		\$30,000.00
1	2	2	Math Interventionist		\$70,000.00
<b>Sub-Total</b>					\$100,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Salaries		\$395,158.53
1	1	8	Heinemann		\$1,018.21
1	1	8	Ready to Grow Gardens		\$13,200.00
1	1	8	Extra Duty - Professional Development		\$3,653.52
1	1	8	Imagine Learning		\$7,000.00
1	1	8	Brain Pop		\$3,250.00
4	1	1	PAFE Supplies		\$5,153.00
<b>Sub-Total</b>					\$428,433.26
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$4,000.00
<b>Sub-Total</b>					\$4,000.00

# 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	Walker	All	133	58	44%	60%	16%	134	79	59%
Math	3	Walker	Hispanic	64	30	47%	60%	13%	71	46	65%
Math	3	Walker	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Walker	Asian	11	6	55%	60%	5%	*	*	*
Math	3	Walker	African Am.	40	10	25%	60%	35%	39	14	36%
Math	3	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Walker	White	13	10	77%	78%	1%	16	14	88%
Math	3	Walker	Two or More	*	*	*	*	*	*	*	*
Math	3	Walker	Eco. Dis.	103	39	38%	60%	22%	105	60	57%
Math	3	Walker	LEP Current	35	12	34%	60%	26%	27	10	37%
Math	3	Walker	At-Risk	91	39	43%	60%	17%	102	56	55%
Math	3	Walker	SPED	12	3	25%	60%	35%	13	4	31%
Math	4	Walker	All	112	57	51%	60%	9%	156	101	65%
Math	4	Walker	Hispanic	59	32	54%	60%	6%	71	52	73%
Math	4	Walker	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Walker	Asian	*	*	*	*	*	11	10	91%
Math	4	Walker	African Am.	31	10	32%	60%	28%	52	22	42%
Math	4	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Walker	White	14	9	64%	65%	1%	18	14	78%
Math	4	Walker	Two or More	*	*	*	*	*	*	*	*
Math	4	Walker	Eco. Dis.	96	47	49%	60%	11%	120	73	61%
Math	4	Walker	LEP Current	22	9	41%	60%	19%	40	26	65%
Math	4	Walker	At-Risk	48	21	44%	60%	16%	117	73	62%
Math	4	Walker	SPED	15	3	20%	60%	40%	21	10	48%
Math	5	Walker	All	149	111	74%	76%	2%	122	101	83%
Math	5	Walker	Hispanic	83	66	80%	82%	2%	63	57	90%
Math	5	Walker	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Walker	Asian	5	5	100%	100%	0%	*	*	*
Math	5	Walker	African Am.	41	25	61%	62%	1%	34	22	65%
Math	5	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Walker	White	15	11	73%	75%	2%	15	14	93%
Math	5	Walker	Two or More	5	4	80%	82%	2%	6	5	83%
Math	5	Walker	Eco. Dis.	124	90	73%	75%	2%	104	90	87%
Math	5	Walker	LEP Current	24	17	71%	72%	1%	28	24	86%
Math	5	Walker	At-Risk	99	72	73%	75%	2%	93	78	84%
Math	5	Walker	SPED	14	7	50%	60%	10%	17	6	35%

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

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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Walker	All	133	100	75%	76%	1%	134	103	77%
Reading	3	Walker	Hispanic	64	48	75%	76%	1%	71	56	79%
Reading	3	Walker	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Walker	Asian	11	10	91%	92%	1%	*	*	*
Reading	3	Walker	African Am.	40	26	65%	66%	1%	39	26	67%
Reading	3	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Walker	White	13	12	92%	93%	1%	16	16	100%
Reading	3	Walker	Two or More	*	*	*	*	*	*	*	*
Reading	3	Walker	Eco. Dis.	103	73	71%	72%	1%	105	79	75%
Reading	3	Walker	LEP Current	35	24	69%	70%	1%	27	15	56%
Reading	3	Walker	At-Risk	91	64	70%	71%	1%	102	78	76%
Reading	3	Walker	SPED	12	4	33%	60%	27%	13	7	54%
Reading	4	Walker	All	112	71	63%	65%	2%	156	120	77%
Reading	4	Walker	Hispanic	59	42	71%	72%	1%	71	58	82%
Reading	4	Walker	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Walker	Asian	*	*	*	*	*	11	9	82%
Reading	4	Walker	African Am.	31	13	42%	60%	18%	52	33	63%
Reading	4	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Walker	White	14	8	57%	60%	3%	18	16	89%
Reading	4	Walker	Two or More	*	*	*	*	*	*	*	*
Reading	4	Walker	Eco. Dis.	96	60	63%	64%	1%	120	91	76%
Reading	4	Walker	LEP Current	22	9	41%	60%	19%	40	29	73%
Reading	4	Walker	At-Risk	48	27	56%	60%	4%	117	87	74%
Reading	4	Walker	SPED	15	5	33%	60%	27%	21	10	48%
Reading	5	Walker	All	149	116	78%	79%	1%	122	100	82%
Reading	5	Walker	Hispanic	83	67	81%	82%	1%	63	55	87%
Reading	5	Walker	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Walker	Asian	5	5	100%	100%	0%	*	*	*
Reading	5	Walker	African Am.	41	29	71%	72%	1%	34	21	62%
Reading	5	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Walker	White	15	10	67%	68%	1%	15	15	100%
Reading	5	Walker	Two or More	5	5	100%	100%	0%	6	5	83%
Reading	5	Walker	Eco. Dis.	124	98	79%	80%	1%	104	88	85%
Reading	5	Walker	LEP Current	24	16	67%	68%	1%	28	21	75%
Reading	5	Walker	At-Risk	99	75	76%	77%	1%	93	76	82%
Reading	5	Walker	SPED	14	6	43%	60%	17%	17	6	35%

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	Walker	All	150	108	72%	73%	1%	122	88	72%
Science	5	Walker	Hispanic	83	63	76%	78%	2%	63	48	76%
Science	5	Walker	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Walker	Asian	5	5	100%	100%	0%	*	*	*
Science	5	Walker	African Am.	42	26	62%	63%	1%	34	21	62%
Science	5	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Walker	White	15	11	73%	75%	2%	15	12	80%
Science	5	Walker	Two or More	5	3	60%	60%	0%	6	5	83%
Science	5	Walker	Eco. Dis.	125	91	73%	75%	2%	104	77	74%
Science	5	Walker	LEP Current	24	15	63%	60%	-3%	28	16	57%
Science	5	Walker	At-Risk	99	66	67%	68%	1%	93	65	70%
Science	5	Walker	SPED	14	6	43%	60%	17%	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	
					#	%				#	%
Math	4	Walker	All	112	13	12%	60%	48%	156	51	33%
Math	4	Walker	Hispanic	59	7	12%	60%	48%	71	27	38%
Math	4	Walker	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Walker	Asian	*	*	*	*	*	11	4	36%
Math	4	Walker	African Am.	31	1	3%	60%	57%	52	10	19%
Math	4	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Walker	White	14	3	21%	60%	39%	18	7	39%
Math	4	Walker	Two or More	*	*	*	*	*	*	*	*
Math	4	Walker	Eco. Dis.	96	9	9%	60%	51%	120	37	31%
Math	4	Walker	LEP Current	22	3	14%	60%	46%	40	14	35%
Math	4	Walker	At-Risk	48	5	10%	60%	50%	117	33	28%
Math	4	Walker	SPED	15	0	0%	60%	60%	21	2	10%
Math	5	Walker	All	149	60	40%	60%	20%	122	50	41%
Math	5	Walker	Hispanic	83	36	43%	60%	17%	63	28	44%
Math	5	Walker	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Walker	Asian	5	3	60%	61%	1%	*	*	*
Math	5	Walker	African Am.	41	13	32%	60%	28%	34	10	29%
Math	5	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Walker	White	15	6	40%	60%	20%	15	7	47%
Math	5	Walker	Two or More	5	2	40%	60%	20%	6	3	50%
Math	5	Walker	Eco. Dis.	124	46	37%	60%	23%	104	44	42%
Math	5	Walker	LEP Current	24	4	17%	60%	43%	28	7	25%
Math	5	Walker	At-Risk	99	36	36%	60%	24%	93	34	37%
Math	5	Walker	SPED	14	2	14%	60%	46%	17	1	6%
Reading	4	Walker	All	112	31	28%	60%	32%	156	83	53%
Reading	4	Walker	Hispanic	59	17	29%	60%	31%	71	43	61%
Reading	4	Walker	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Walker	Asian	*	*	*	*	*	11	6	55%
Reading	4	Walker	African Am.	31	7	23%	60%	37%	52	19	37%
Reading	4	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Walker	White	14	5	36%	60%	24%	18	12	67%
Reading	4	Walker	Two or More	*	*	*	*	*	*	*	*
Reading	4	Walker	Eco. Dis.	96	26	27%	60%	33%	120	63	53%
Reading	4	Walker	LEP Current	22	3	14%	60%	46%	40	19	48%
Reading	4	Walker	At-Risk	48	9	19%	60%	41%	117	56	48%
Reading	4	Walker	SPED	15	4	27%	60%	33%	21	5	24%

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	Walker	All	149	75	50%	60%	10%	122	74	61%
Reading	5	Walker	Hispanic	83	44	53%	60%	7%	63	40	63%
Reading	5	Walker	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Walker	Asian	5	2	40%	60%	20%	*	*	*
Reading	5	Walker	African Am.	41	16	39%	60%	21%	34	16	47%
Reading	5	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Walker	White	15	9	60%	61%	1%	15	11	73%
Reading	5	Walker	Two or More	5	4	80%	81%	1%	6	4	67%
Reading	5	Walker	Eco. Dis.	124	60	48%	60%	12%	104	64	62%
Reading	5	Walker	LEP Current	24	4	17%	60%	43%	28	12	43%
Reading	5	Walker	At-Risk	99	40	40%	60%	20%	93	52	56%
Reading	5	Walker	SPED	14	0	0%	60%	60%	17	1	6%
Science	5	Walker	All	150	49	33%	60%	27%	122	55	45%
Science	5	Walker	Hispanic	83	28	34%	60%	26%	63	30	48%
Science	5	Walker	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Walker	Asian	5	3	60%	62%	2%	*	*	*
Science	5	Walker	African Am.	42	8	19%	60%	41%	34	13	38%
Science	5	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Walker	White	15	7	47%	60%	13%	15	7	47%
Science	5	Walker	Two or More	5	3	60%	62%	2%	6	3	50%
Science	5	Walker	Eco. Dis.	125	38	30%	60%	30%	104	48	46%
Science	5	Walker	LEP Current	24	0	0%	60%	60%	28	9	32%
Science	5	Walker	At-Risk	99	27	27%	60%	33%	93	39	42%
Science	5	Walker	SPED	14	0	0%	60%	60%	17	2	12%

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	Walker	All	133	5	4%	60%	56%	134	16	12%
Math	3	Walker	Hispanic	64	3	5%	60%	55%	71	10	14%
Math	3	Walker	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Walker	Asian	11	1	9%	60%	51%	*	*	*
Math	3	Walker	African Am.	40	0	0%	60%	60%	39	0	0%
Math	3	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Walker	White	13	1	8%	60%	52%	16	4	25%
Math	3	Walker	Two or More	*	*	*	*	*	*	*	*
Math	3	Walker	Eco. Dis.	103	4	4%	60%	56%	105	11	10%
Math	3	Walker	LEP Current	35	0	0%	60%	60%	27	2	7%
Math	3	Walker	At-Risk	91	5	5%	60%	55%	102	8	8%
Math	3	Walker	SPED	12	0	0%	60%	60%	13	0	0%
Math	4	Walker	All	112	4	4%	60%	56%	156	25	16%
Math	4	Walker	Hispanic	59	2	3%	60%	57%	71	15	21%
Math	4	Walker	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Walker	Asian	*	*	*	*	*	11	1	9%
Math	4	Walker	African Am.	31	1	3%	60%	57%	52	4	8%
Math	4	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Walker	White	14	1	7%	60%	53%	18	4	22%
Math	4	Walker	Two or More	*	*	*	*	*	*	*	*
Math	4	Walker	Eco. Dis.	96	2	2%	60%	58%	120	16	13%
Math	4	Walker	LEP Current	22	0	0%	60%	60%	40	6	15%
Math	4	Walker	At-Risk	48	1	2%	60%	58%	117	17	15%
Math	4	Walker	SPED	15	0	0%	60%	60%	21	0	0%
Math	5	Walker	All	149	28	19%	60%	41%	122	24	20%
Math	5	Walker	Hispanic	83	16	19%	20%	1%	63	12	19%
Math	5	Walker	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Walker	Asian	5	3	60%	61%	1%	*	*	*
Math	5	Walker	African Am.	41	3	7%	8%	1%	34	3	9%
Math	5	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Walker	White	15	5	33%	34%	1%	15	5	33%
Math	5	Walker	Two or More	5	1	20%	21%	1%	6	3	50%
Math	5	Walker	Eco. Dis.	124	23	19%	20%	1%	104	18	17%
Math	5	Walker	LEP Current	24	1	4%	5%	1%	28	5	18%
Math	5	Walker	At-Risk	99	15	15%	16%	1%	93	13	14%
Math	5	Walker	SPED	14	0	0%	2%	2%	17	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	Walker	All	133	28	21%	26%	5%	134	36	27%
Reading	3	Walker	Hispanic	64	14	22%	60%	38%	71	24	34%
Reading	3	Walker	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Walker	Asian	11	3	27%	60%	33%	*	*	*
Reading	3	Walker	African Am.	40	6	15%	60%	45%	39	4	10%
Reading	3	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Walker	White	13	5	38%	60%	22%	16	7	44%
Reading	3	Walker	Two or More	*	*	*	*	*	*	*	*
Reading	3	Walker	Eco. Dis.	103	16	16%	60%	44%	105	26	25%
Reading	3	Walker	LEP Current	35	2	6%	60%	54%	27	2	7%
Reading	3	Walker	At-Risk	91	14	15%	60%	45%	102	23	23%
Reading	3	Walker	SPED	12	1	8%	60%	52%	13	0	0%
Reading	4	Walker	All	112	13	12%	60%	48%	156	46	29%
Reading	4	Walker	Hispanic	59	6	10%	60%	50%	71	23	32%
Reading	4	Walker	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Walker	Asian	*	*	*	*	*	11	2	18%
Reading	4	Walker	African Am.	31	3	10%	60%	50%	52	12	23%
Reading	4	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Walker	White	14	3	21%	60%	39%	18	8	44%
Reading	4	Walker	Two or More	*	*	*	*	*	*	*	*
Reading	4	Walker	Eco. Dis.	96	11	11%	60%	49%	120	29	24%
Reading	4	Walker	LEP Current	22	0	0%	60%	60%	40	7	18%
Reading	4	Walker	At-Risk	48	2	4%	60%	56%	117	26	22%
Reading	4	Walker	SPED	15	1	7%	60%	53%	21	3	14%
Reading	5	Walker	All	149	51	34%	60%	26%	122	45	37%
Reading	5	Walker	Hispanic	83	31	37%	60%	23%	63	24	38%
Reading	5	Walker	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Walker	Asian	5	1	20%	60%	40%	*	*	*
Reading	5	Walker	African Am.	41	11	27%	60%	33%	34	10	29%
Reading	5	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Walker	White	15	7	47%	60%	13%	15	5	33%
Reading	5	Walker	Two or More	5	1	20%	60%	40%	6	4	67%
Reading	5	Walker	Eco. Dis.	124	43	35%	60%	25%	104	40	38%
Reading	5	Walker	LEP Current	24	2	8%	60%	52%	28	4	14%
Reading	5	Walker	At-Risk	99	25	25%	60%	35%	93	29	31%
Reading	5	Walker	SPED	14	0	0%	60%	60%	17	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	
					#	%				#	%
Science	5	Walker	All	150	20	13%	15%	2%	122	17	14%
Science	5	Walker	Hispanic	83	13	16%	17%	1%	63	9	14%
Science	5	Walker	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Walker	Asian	5	1	20%	21%	1%	*	*	*
Science	5	Walker	African Am.	42	2	5%	6%	1%	34	2	6%
Science	5	Walker	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Walker	White	15	4	27%	29%	2%	15	2	13%
Science	5	Walker	Two or More	5	0	0%	2%	2%	6	3	50%
Science	5	Walker	Eco. Dis.	125	14	11%	12%	1%	104	15	14%
Science	5	Walker	LEP Current	24	0	0%	2%	2%	28	5	18%
Science	5	Walker	At-Risk	99	10	10%	11%	1%	93	10	11%
Science	5	Walker	SPED	14	0	0%	2%	2%	17	1	6%

Walker

## 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 42% to 52% by June 2025.

### Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

### 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	28%	46%							38%		45%	46%	28%
2022	30%	48%	NA	NA	NA	NA	NA	NA	40%	NA	47%	48%	30%
2023	32%	50%	NA	NA	NA	NA	NA	NA	42%	NA	49%	50%	32%
2024	35%	53%	NA	NA	NA	NA	NA	NA	45%	NA	52%	53%	35%
2025	38%	56%	NA	NA	NA	NA	NA	NA	48%	NA	55%	56%	38%

## 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 35% to 45% by June 2025.

### Yearly Target Goals

2021	2022	2023	2024	2025
35%	37%	39%	42%	45%

### 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	19%	34%							28%		33%	38%	21%
2022	21%	36%	NA	NA	NA	NA	NA	NA	30%	NA	35%	40%	23%
2023	23%	38%	NA	NA	NA	NA	NA	NA	32%	NA	37%	42%	25%
2024	26%	41%	NA	NA	NA	NA	NA	NA	35%	NA	40%	45%	28%
2025	29%	44%	NA	NA	NA	NA	NA	NA	38%	NA	43%	48%	31%

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

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

## Mathematics

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

## Science

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

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

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

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

## Elementary Music (K- 5)

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

## Visual Arts (K–5)

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