

Cypress-Fairbanks Independent School District

Warner Elementary School

2022-2023



Mission Statement

Warner Elementary will provide learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

Effective Communicator; Competent Problem-Solver; Self-directed Learner; Responsible Citizen, and a Quality Producer.

Vision

Our mission at Warner Elementary is to instill within our students high standards for academic achievement, integrity, leadership, and to be a responsible citizen.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

The Warner Elementary staff included 72 teachers, 24 paraprofessionals, and 7 administrators in September.

The student population as of September 2021:

31.3% White

18.4% Hispanic

12.6% African American

32.6 % Asian

5 % Two or more races

19.27% Economically Disadvantaged

Demographics Strengths

Prior to being out for COVID-19 the data supported gains in

Student Achievement

Student Achievement Summary

Student Achievement Strengths

Third Grade Math

Approaches: all was above the target % and cluster % at 92%, AA sub pop was above target and cluster % at 86%, Hispanic sub pop was above target at 79%, white sub pop met target and was above the cluster at 95%, ED sub pop was above target and cluster at 88%, at-risk sub pop was above target and cluster % at 86%, SpEd was above target at 67%, Emergent bilingual was above the cluster at 88%.

Masters: All was above target and cluster % at 45%, AA sub pop was above target and cluster at 39%, white sub pop was above target and cluster at 46%, ED sub pop was above target and cluster at 26%, At-risk was above target and cluster at 38%, SpEd sub pop was above target and cluster at 28%, Emergent bilingual was above target and cluster at 42%.

Third Grade Reading

Approaches:

*95% of "All" in the area of Approaches was above 90% target and was above Cluster 1% (94%).

*91% Hispanic sub pop was above Target 70% at 91% and met cluster

*96% White sub pop met Target 89% and met Cluster 96%

*94% Eco.Dis. sub pop was above Target 73 % and above Cluster 5% (89%)

*87% At-Risk sub pop was above Target 82% and above Cluster 1% (86%)

*Emergent Bilingual was at 92% above the 88% target and above the 88% cluster.

Masters:

*54% AA mastered was above 32% target and above cluster's 46%

*58% Hispanic mastered was above 34 % target and above cluster's 54%

*38% of eco dis was above masters target of 15% and met cluster's 38%

*46% at risk was above masters target of 34% and above cluster's 33%

42% of EB was above 28% target and above the clusters 32%

Fourth Grade Math

Approaches: AA sub pop was above target and cluster at 78%, white sub pop met cluster % at 92%, ED sub pop met target at 78%, At-risk sub pop was above cluster at 81%, Emergent bilingual was above target and cluster at 85%.

Meets: In the area of all we met the cluster at 66%, Hispanic sub pop was above target at 53%, ED sub pop was above target at 41%, At-risk sub pop was above cluster at 53%, Emergent bilingual sub pop was above target and cluster at 62%.

Masters: In the area of all was above the cluster at 47%, Hispanic sub pop was above cluster at 31%, white sub pop was above target and cluster 47%, ED sub pop was above cluster at 28%, At-risk sub pop was above cluster at 32%, Emergent bilingual was above cluster at 38%.

Fourth Grade Reading

Approaches:

*91% of "All" in the area of Approaches was above 90% target and but below Cluster -2% (93%).

*87% AA sub pop was above Target 61% but below Cluster -3% (90%).

*93% White sub pop met Target 90% but below Cluster -1% (94%).

*88% Eco.Dis. sub pop was above Target 83 % and above Cluster 1% (87%).

*84% At-Risk sub pop was below Target 91% and above Cluster 1% (85%)

*88% Emergent bilingual sub pop was above Target 78 % and above Cluster 8% (80%).

Meets:

*70% or more in All, AA, white scored above the 70% goal

* AA, at-risk, and emergent bilingual out scored cluster in meets

Masters:

- *35% all mastered was above 41% target but below cluster -1% (52%)
- *35% AA mastered met 35% target but below cluster -2% (37%)
- *42% Hispanic mastered was above 35 % target and above cluster 2% (40%)
- *47% white mastered was above 36% target but below cluster -7% (54%)
- *34% of eco dis was above masters target of 32% and above cluster 3% (31%)
- *23% of EB was above 9% target but below cluster -11% (34%)

Fifth Grade Math

Approaches: In the area of all we met our target and above the cluster at 95%, AA sub pop above target at 83%, Hispanic sub pop met cluster at 90%, white sub pop met target and was above cluster 100%, ED sub pop was above target and cluster at 84%, At-risk sub pop above target and cluster at 88%, SpEd sub pop met cluster at 61%, Emergent bilingual was above target and met cluster at 82%.

Meets: We met our target and were above the cluster at 84%, AA sub pop was above target and cluster at 69%, Hispanic sub pop was above cluster at 79%, white sub pop above cluster at 81%, ED sub pop was above target and cluster at 63%, At-risk sub pop above target and cluster at 72%, emergent bilingual sub pop above target and cluster at 76%.

Masters: In the area of all was above cluster at 60%, Hispanic sub pop above cluster at 54%, white sub pop was above cluster at 55%, ED sub pop was above target and cluster at 45%, At-risk sub pop was above cluster at 45%, emergent bilingual sub pop was above target and cluster at 59%.

Fifth Grade Reading

Approaches:

- *95% of "All" in the area of Approaches was above 90% target and but below Cluster -2% (93%).
- *90% AA sub pop was above Target 73% but below Cluster -3% (90%).
- *98% White sub pop met Target 95%and one above Cluster 1% (97%).
- *89% Eco.Dis. sub pop was above Target 70% and above Cluster 1% (88%).
- *88% At-Risk sub pop was above Target 80% but below Cluster -2% (90%)*

*88% Emergent bilingual sub pop was above Target 78 % and above Cluster 8% (80%).

Meets:

*82% all for meets and above target 79% but below cluster -3% (85%).

*66% AA was above target 46% but below cluster -3% (69%).

*84% white was above target 83% but below cluster -3% (87%).

*74% eco dis was above target 53% and above cluster 5% (69%)

*61% at-risk was above target 60% but below cluster -5% (66%).

*59% Emergent Bilingual was above target 46% and above cluster 3% (56%)

Masters:

*66% all mastered was above 63% target but below cluster -1% (67%)

*41% AA mastered was above 28% target but below cluster -9% (50%)

*55% of eco dis was above masters target of 29% and above cluster 11% (44%)

*43% at-risk was above target 41% and above cluster 1% (42%)

*41% of EB was above 17% target and above cluster 8% (33%)

Fifth Grade Science

Approaches: In the area of all we met our target at 92%, AA sub pop above target at 83%, Hispanic sub pop met cluster at 92%, ED sub pop was above target and met cluster at 82%, At-risk sub pop above target at 84%, SpEd sub pop above target and cluster at 61%, Emergent bilingual was above target and cluster at 82%.

Meets: In the area of all we were above our target at 76%, AA sub pop was above target and cluster at 62%, ED sub pop was above target and cluster at 61%, At-risk sub pop met target and above cluster at 56%, emergent bilingual sub pop above target and cluster at 53%.

Masters: In the area of all we were above our target and met our cluster at 50%, AA sub pop was above target and cluster at 34%, Hispanic sub pop above cluster at 41%, white sub pop was above target at 44%, ED sub pop was above target and cluster at 34%, At-risk sub pop was above cluster at 29%, emergent bilingual sub pop was above target and cluster at 29%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: Some student groups did not meet or exceed target goals in scores due to educational gaps. **Root Cause:** Math: We need to increase teaching in small groups and differentiate to meet individual needs and move students from approaches to meets and meets to masters.

Problem Statement 2: Science: Some student groups did not meet or exceed target goals in scores due to educational gaps. **Root Cause:** Science: We need to increase teaching in small groups and differentiate to meet individual needs and move students from approaches to meets and meets to masters.

Problem Statement 3: RLA: Some student groups did not meet or exceed target goals in scores due to educational gaps. **Root Cause:** RLA: We need to increase teaching in small groups and differentiate to meet individual needs and move students from approaches to meets and meets to masters.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

Student attendance was 97.9.

Our campus did not have any off campus suspensions.

As a school we completed all safety drills.

99% of our staff feel safe at school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Inappropriate physical contact is an area we can improve on. **Root Cause:** School Culture and Climate: Identify the root of behavior issues and provide more appropriate outlets for students to use during times of frustration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Staff members served as mentors for at-risk students.
- We had several members participate in the district Digital Learning conference this year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We will continue to increase staff attendance to better serve our students and provide first best instruction. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to stress the importance of teachers being in the classroom as much as possible.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Parents participated in parent/teacher conferences.
- Parent volunteers continued to be strong within our school.
- PTO supported student events at school.
- Most parents attended Meet the Teacher.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents want to be a part of supporting our students academically as well. **Root Cause:** Parent and Community Engagement: Training would be necessary to provide parents with appropriate tools and strategies to support students.

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 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Target students for Read 180 instruction in 4th and 5th grade. Teachers will use components of balanced literacy to close the gaps within our targeted sub populations in the area of meets. Teachers will utilize the STAAR Ready Test supports for small group instruction that is data driven using DPM, checkpoints, and BM data. We will use the referenced materials as resources to support strategy groups and test talk to build testing and vocabulary skills. Teachers will also prepare students for the online STAAR assessment by utilizing TFAR and Cambium platform.</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, Assistant Principal, Instructional Specialists, and classroom teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will build oral language opportunities, increase vocabulary understanding, increase the use of manipulatives in every day lessons.</p> <p>Imagine Math-Students have access to this program at home and at school. The program is aligned with the TEKS and works at the student's pace.</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, Assistant Principal, Instructional Specialists, classroom teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Focus on building oral language opportunities, increase vocabulary and provide hands on learning opportunities. Interactive learning garden provides students will real world opportunities to experience hands-on. Teachers will also use data from DPM, checkpoints, and BM to form small groups with a focus on our meets students and the focus sub-pops.</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, Assistant Principal, Instructional Specialists, classroom teachers.</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes: Small group instruction based on the area/s of need for the student.</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, Assistant Principal, Instructional Specialists, classroom teachers.</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 current 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		
Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: Student growth will be tracked BOY, MOY and EOY assessments. Students will show implementable growth. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area temporary worker (reading intervention) Strategy's Expected Result/Impact: Student growth will be tracked BOY, MOY and EOY using Lexiles and IRL's. Staff Responsible for Monitoring: Principal/AP/IS	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area interventionist temporary worker (science) Strategy's Expected Result/Impact: Student growth will be tracked check points and STAAR data. Staff Responsible for Monitoring: Principal/AP/IS	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Consultants will provide staff development for K-2 teachers to build capacity in providing explicit and systematic phonics instruction. Strategy's Expected Result/Impact: Students will show an increase in scores in grade-level appropriate assessments. Staff Responsible for Monitoring: A Team	Formative		
	Nov	Feb	May
	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk by providing books and activities for the students to complete over the summer.</p> <p>Strategy's Expected Result/Impact: Students will maintain and/or improve reading strategies and comprehension over the summer.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2022-23 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		
Strategy 1: Campus Safety: Continue to train staff on safety methods, drills and safety plans. Staff Responsible for Monitoring: Administrative team,	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Perfect attendance awards will be given each 9 weeks as well as a cumulative award given for perfect attendance for the year.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain the same or increase by 5%.</p> <p>Staff Responsible for Monitoring: All</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 2022-23 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: We will continue to use the PBIS level II, to ensure appropriate behaviors are consistently taught and expected.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: We will continue to provide staff development through student services and on campus in the area of classroom management. We will reteach appropriate behaviors and get to the function of the behavior.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We will continue to provide staff development through student services and on campus in the area of classroom management.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: We will continue to use our PBIS strategies with students school-wide and provide new teacher training the area of discipline.</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: Administration, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will continue using project safety monthly lessons, the counselor will continue core essential values, bully prevention, guidance lessons, character trait lessons monthly with students. Staff has been trained on suicide prevention. TIPLINE-used to report bullying anonymously.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, APs</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 2022-23 school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for each 9 weeks for perfect attendance, semester perfect attendance and full year perfect attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3.25%.</p> <p>Staff Responsible for Monitoring: All</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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Guided Reading training, Garland Linkenhoger training, schoology, Digital Learning Conference</p> <p>Strategy's Expected Result/Impact: Increased technology within the classroom lessons, provide hands on math instruction, schoology lessons for on line learning.</p> <p>Staff Responsible for Monitoring: Administrative team</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 2022-23 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Increase communication using various methods to encourage parent/community involvement in school related functions.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Schonda Kidd	Principal
Classroom Teacher	Adria Gronsky	Pre-K Teacher
Classroom Teacher	Alesandra Napieralski	Kindergaren Teacher
Classroom Teacher	Amanda white	Third Grade Teacher
Non-classroom Professional	Angela Hicks	Instructional Specialist/Teacher
Non-classroom Professional	Shenna Aucoin	Instructional Specialist/Teacher
Non-classroom Professional	Angela Lucas	Reading Enrichment Teacher
Classroom Teacher	Elyse Cumpian	Second Grade Teacher
Classroom Teacher	Jeanine Cariaso	Fifth Grade Teacher
Administrator	Cathy Abercrombie	Assistant Principal
Administrator	Linda Montemayor	Assistant Principal
Administrator	Julie Lenk	Librarian
Administrator	Irasema Rocchi	Counselor
District-level Professional	Melanie Dobney	Administrator (LEA) #1
Parent	Jana Sandavol	Parent #1
Parent	Sharon Romero	parent #2
Community Representative	Valerie Voss	Community Resident #1
Community Representative	Brooke Priest	Community Resident #2
Business Representative	Jeremy Walker	Business Representative #1
Business Representative	Tammy Baio	Business Representative #2
Classroom Teacher	Laura Herbst	Fourth Grade Teacher
Classroom Teacher	Melissa Bernstein	First Grade Teacher
Classroom Teacher	Valerie Lee	Art Teacher
Non-classroom Professional	Lisa Nachin	Counselor
Non-classroom Professional	Stacey Beck	Testing coordinator

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Warner	White	57	55	96%	98%	93%	48	84%	86%	79%	31	54%	56%	58%
Reading	3	Warner	Two or More	7	7	100%	100%	100%	6	86%	88%	88%	2	29%	31%	*
Reading	3	Warner	Eco. Dis.	34	32	94%	96%	79%	27	79%	81%	60%	13	38%	40%	36%
Reading	3	Warner	Emergent Bilingual	26	24	92%	94%	85%	22	85%	87%	54%	11	42%	44%	*
Reading	3	Warner	At-Risk	69	60	87%	90%	65%	51	74%	76%	53%	32	46%	48%	28%
Reading	3	Warner	SPED	18	14	78%	80%	67%	10	56%	58%	53%	4	22%	24%	33%
Reading	4	Warner	All	196	179	91%	93%	95%	153	78%	80%	77%	100	51%	53%	43%
Reading	4	Warner	Hispanic	36	29	81%	85%	92%	21	58%	60%	70%	15	42%	44%	38%
Reading	4	Warner	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Warner	Asian	67	66	99%	100%	96%	61	91%	92%	88%	45	67%	69%	62%
Reading	4	Warner	African Am.	23	20	87%	90%	93%	17	74%	76%	67%	8	35%	37%	26%
Reading	4	Warner	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Warner	White	59	55	93%	95%	96%	47	80%	82%	75%	28	47%	49%	33%
Reading	4	Warner	Two or More	11	9	82%	85%	100%	7	64%	66%	*	4	36%	38%	*
Reading	4	Warner	Eco. Dis.	32	28	88%	90%	89%	21	66%	68%	65%	11	34%	36%	27%
Reading	4	Warner	Emergent Bilingual	26	23	88%	90%	85%	18	69%	70%	73%	6	23%	25%	31%
Reading	4	Warner	At-Risk	74	62	84%	86%	91%	47	64%	66%	67%	22	30%	32%	36%
Reading	4	Warner	SPED	13	6	46%	50%	83%	4	31%	33%	43%	2	15%	17%	*
Reading	5	Warner	All	213	202	95%	97%	93%	174	82%	84%	78%	141	66%	68%	49%
Reading	5	Warner	Hispanic	39	34	87%	90%	86%	26	67%	69%	57%	21	54%	56%	27%
Reading	5	Warner	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Warner	Asian	73	71	97%	99%	98%	68	93%	95%	89%	61	84%	86%	66%
Reading	5	Warner	African Am.	29	26	90%	92%	83%	19	66%	68%	75%	12	41%	43%	33%
Reading	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Warner	White	64	63	98%	100%	95%	54	84%	86%	80%	40	63%	65%	49%
Reading	5	Warner	Two or More	8	8	100%	100%	78%	7	88%	90%	67%	7	88%	90%	56%
Reading	5	Warner	Eco. Dis.	38	34	89%	92%	83%	28	74%	76%	64%	21	55%	57%	36%
Reading	5	Warner	Emergent Bilingual	17	15	88%	90%	89%	10	59%	61%	54%	7	41%	43%	29%
Reading	5	Warner	At-Risk	89	78	88%	90%	80%	54	61%	63%	55%	38	43%	45%	33%
Reading	5	Warner	SPED	23	15	65%	67%	44%	6	26%	28%	*	2	9%	11%	*
Science	5	Warner	All	213	197	92%	94%	86%	162	76%	78%	63%	107	50%	52%	43%
Science	5	Warner	Hispanic	39	36	92%	94%	76%	25	64%	66%	51%	16	41%	43%	32%
Science	5	Warner	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Warner	Asian	73	70	96%	98%	94%	68	93%	95%	80%	48	66%	68%	60%
Science	5	Warner	African Am.	29	24	83%	85%	79%	18	62%	64%	42%	10	34%	36%	*
Science	5	Warner	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Warner	White	64	60	94%	96%	89%	45	70%	72%	62%	28	44%	46%	43%
Science	5	Warner	Two or More	8	7	88%	90%	75%	6	75%	77%	63%	5	63%	65%	*
Science	5	Warner	Eco. Dis.	38	31	82%	84%	75%	23	61%	63%	42%	13	34%	36%	31%
Science	5	Warner	Emergent Bilingual	17	14	82%	84%	83%	9	53%	55%	46%	5	29%	31%	26%
Science	5	Warner	At-Risk	89	75	84%	86%	73%	50	56%	58%	46%	26	29%	31%	31%
Science	5	Warner	SPED	23	14	61%	63%	53%	5	22%	24%	*	1	4%	6%	*

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		WARNER	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)	
		Reading		All	Target and Actual Rate	72%	62%	74%	85%	76%
Total Number Meets or Higher					100		159			
Total Number Tested					161		186			
Points away from or above target					-10		+11			
Difference from Prior Year							+23			
Growth from Prior Year							37%			
African American	Target and Actual Rate			61%	73%	63%	80%	65%	68%	71%
	Total Number Meets or Higher				11		20			
	Total Number Tested				15		25			
	Points away from or above target				+12		+17			
	Difference from Prior Year						+7			
	Growth from Prior Year						10%			
Hispanic	Target and Actual Rate			72%	52%	74%	76%	76%	79%	82%
	Total Number Meets or Higher				13		25			
	Total Number Tested				25		33			
	Points away from or above target				-20		+2			
	Difference from Prior Year						+24			
	Growth from Prior Year						46%			
White	Target and Actual Rate			69%	63%	71%	84%	73%	76%	79%
	Total Number Meets or Higher				35		46			
	Total Number Tested		56		55					
	Points away from or above target		-6		+13					
	Difference from Prior Year				+21					
	Growth from Prior Year				33%					
Asian	Target and Actual Rate	85%	64%	87%	94%	89%	92%	95%		
	Total Number Meets or Higher		37		62					
	Total Number Tested		58		66					
	Points away from or above target		-21		+7					
	Difference from Prior Year				+30					
	Growth from Prior Year				47%					
Eco. Disadv.	Target and Actual Rate	50%	45%	52%	81%	54%	57%	60%		
	Total Number Meets or Higher		9		26					
	Total Number Tested		20		32					
	Points away from or above target		-5		+29					
	Difference from Prior Year				+36					
	Growth from Prior Year				80%					
EL (Current & Monitored)	Target and Actual Rate	81%	63%	83%	94%	85%	88%	91%		
	Total Number Meets or Higher		20		45					
	Total Number Tested		32		48					
	Points away from or above target		-18		+11					
	Difference from Prior Year				+31					
	Growth from Prior Year				49%					
Cont. Enrolled	Target and Actual Rate	72%	62%	74%	85%	76%	79%	82%		
	Total Number Meets or Higher		83		135					
	Total Number Tested		134		159					
	Points away from or above target		-10		+11					
	Difference from Prior Year				+23					
	Growth from Prior Year				37%					
Non-Cont. Enrolled	Target and Actual Rate	75%	63%	77%	89%	79%	82%	85%		
	Total Number Meets or Higher		17		24					
	Total Number Tested		27		27					
	Points away from or above target		-12		+12					
	Difference from Prior Year				+26					
	Growth from Prior Year				41%					

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

Math		WARNER	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
		All		Target and Actual Rate	70%	58%	72%	75%	74%
		Total Number Meets or Higher		93		140			
		Total Number Tested		161		186			
		Points away from or above target		-12		+3			
		Difference from Prior Year				+17			
		Growth from Prior Year				29%			
African American		Target and Actual Rate	57%	27%	59%	64%	61%	64%	67%
		Total Number Meets or Higher		4		16			
		Total Number Tested		15		25			
		Points away from or above target		-30		+5			
		Difference from Prior Year				+37			
		Growth from Prior Year				137%			
Hispanic		Target and Actual Rate	59%	44%	61%	64%	63%	66%	69%
		Total Number Meets or Higher		11		21			
		Total Number Tested		25		33			
		Points away from or above target		-15		+3			
		Difference from Prior Year				+20			
		Growth from Prior Year				45%			
White		Target and Actual Rate	71%	61%	73%	76%	75%	78%	81%
		Total Number Meets or Higher		34		42			
		Total Number Tested		56		55			
		Points away from or above target		-10		+3			
		Difference from Prior Year				+15			
		Growth from Prior Year				25%			
Asian		Target and Actual Rate	85%	71%	87%	88%	89%	92%	95%
		Total Number Meets or Higher		41		58			
		Total Number Tested		58		66			
		Points away from or above target		-14		+1			
		Difference from Prior Year				+17			
		Growth from Prior Year				24%			
Eco. Disadv.		Target and Actual Rate	50%	30%	52%	59%	54%	57%	60%
		Total Number Meets or Higher		6		19			
		Total Number Tested		20		32			
		Points away from or above target		-20		+7			
		Difference from Prior Year				+29			
		Growth from Prior Year				97%			
EL (Current & Monitored)		Target and Actual Rate	78%	59%	80%	77%	82%	85%	88%
		Total Number Meets or Higher		19		37			
		Total Number Tested		32		48			
		Points away from or above target		-19		-3			
		Difference from Prior Year				+18			
		Growth from Prior Year				31%			
Cont. Enrolled		Target and Actual Rate	71%	63%	73%	74%	75%	78%	81%
		Total Number Meets or Higher		84		118			
		Total Number Tested		134		159			
		Points away from or above target		-8		+1			
		Difference from Prior Year				+11			
		Growth from Prior Year				17%			
Non-Cont. Enrolled		Target and Actual Rate	67%	33%	69%	81%	71%	74%	77%
		Total Number Meets or Higher		9		22			
		Total Number Tested		27		27			
		Points away from or above target		-34		+12			
		Difference from Prior Year				+48			
		Growth from Prior Year				145%			

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.