

Cypress-Fairbanks Independent School District

Wells Elementary School

2022-2023



Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

Based on 2021-22 STAAR data, our students performed at the following levels (all grade levels and content areas combined):

- Approaches Performance Level: 92%
- Meets Performance Level: 71%
- Masters Performance Level: 47%

The following student populations met or exceeded our campus targets for improvement in the Meets and Masters categories for state testing:

21-22 Math:

- **3rd Grade - Masters Grade Level Standards:** All, African American, Hispanic, White, Eco.Dis., At-Risk
- **3rd Grade - Meets Grade Level Standards:** Not available
- **4th Grade - Masters Grade Level Standards:** Hispanic, Emergent Bilingual
- **4th Grade - Meets Grade Level Standards:** White, Eco.Dis, Emergent Bilingual
- **5th Grade - Masters Grade Level Standards:** African American
- **5th Grade - Meets Grade Level Standards:** None

21-22 Science:

- **5th Grade - Masters Grade Level Standards:** None
- **5th Grade - Meets Grade Level Standards:** African American, Eco. Dis., At-Risk, Emergent Bilingual

21-22 Reading:

- **3rd Grade- Masters Grade Level Standards:** All, African American, Hispanic, White, Eco. Dis., At-Risk, SPED
- **4th Grade- Masters Grade Level Standards:** All, Hispanic, White, Eco. Dis., At-Risk, Emergent Bilingual
- **4th Grade- Meets Grade Level Standards:** All, African American, Hispanic, White, Eco. Dis., At-Risk, Emergent Bilingual
- **5th Grade-Masters Grade Level Standards:** All, African American, Hispanic, White, Eco. Dis. At-Risk, Emergent Bilingual
- **5th Grade- Meets Grade Level Standards:** All, African American, Hispanic, White, Eco. Dis. At-Risk, Emergent Bilingual

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: African American students are performing lower than our overall student population and other student subgroups. **Root Cause:** Math: We need to prioritize a weekly plan for differentiation and small group instruction

Problem Statement 2: RLA: SPED and African American Students are performing lower than our overall student population and other student subgroups. **Root Cause:** RLA: We need to plan and prioritize small group instruction and increase collaboration with the SPED teachers.

Problem Statement 3: Science: African American and Emergent Bilingual students are performing lower than our overall student population and other student subgroups. **Root Cause:** Science: We need to implement small group instruction to target student's individual needs

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

- All new staff trained on PBIS system with matrix for expectations and positive reinforcement in August 2022
- Student discipline referrals are from less than 5% of our student population
- Student clubs before or after school - ie - Mini Belles, Running Club, Basketball Club, Student Council, etc.
- Mentors for new teachers and all staff new to Wells

- Campus-wide Advisory lessons daily in every class
- Compass Cash for positive reinforcement of student behaviors
- Leader Loot to recognize staff for their positive leadership
- Fisher's Friends (principal's recognition) for positive character traits
- Positive staff culture as reflected in our EPS Survey percentages
- Increased student engagement through student voice and choice with personalized academics and social activities
- The student attendance rate is above the district average
- Student recognition for attendance and honor roll every nine weeks
- Monthly staff appreciation collaboratively provided by VIPS and the administrative team

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Inconsistent or lowered student attendance rates over 21-22. **Root Cause:** School Culture and Climate: We need to continue to emphasize the importance of all students and teachers in the classroom each day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Recognized as a 2021 ICLE International Model School and our team presented at the conference to share about our positive school culture and personalized instruction for all in the Summer of 2021
- 97% of our teachers are highly qualified for their role and the others are completing their certification requirements.
- All of our staff has a growth mindset to continue developing their skill set to benefit our students and campus goals
- Mentoring and coaching from a variety of colleagues and administrators for our teachers new to teaching, Wells, or CFISD.
- We host days for teachers to visit other classrooms and observe teachers across the campus in action for ideas.
- Our staff is active on Twitter to collaborate and share ideas with teachers all over the district, area, nation, and world.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The staff attendance rate as a district was low. We will be above the district average for staff attendance rate. **Root Cause:** Teacher/Paraprofessional Attendance: An increase in absences by teachers and paras due to COVID and other necessary absences.

Parent and Community Engagement

Parent and Community Engagement Strengths

- VIPS Leadership and Organization for parent involvement and support
- VIPS hosted several successful school-wide events including the Monster Mash, Daddy/Daughter Dance, Explore the World Day & SRC Demos
- High volunteer involvement weekly for all events and needs
- Active Watch DOGS program with active Dads & Grandfathers participating yearly
- Campus communication to connect weekly with our School App, Facebook page, Twitter account, School Messenger E-mails, "Messages from the Principal", VIPS Facebook/ & Twitter
- VIPS General meetings are held quarterly which are recorded and shared with parents for all to have information
- Campus-specific "School Info App" provides all campus information at their fingertips
- Duryea Elementary School Adoption continued to support its staff and families
- Collaboration with BHS for Teacher Prep Interns in our classrooms weekly, PALS, & Key Club
- 4 successful out-of-district field trips for grades K,1,2 & 4

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: A portion of our campus community is not familiar with how to be connected and involved on our campus. **Root Cause:** Parent and Community Engagement: We have a high number of new families register throughout each year due to the continual growth in this area.

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 Language Arts, Math, and Science results

Summative Evaluation: Met Objective

Next Year's Recommendation: Need to evaluate once receive our STAAR data from 22-23

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will plan and implement lessons/small group that utilize resources and materials based on students' interests, background, experiences, and culture. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Primary and 2-5 ELAR IS</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will plan and implement lessons/small group instruction that begins with concrete representations before moving to representational and abstract models of mathematical concepts. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Primary & 2-5 Math IS</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: The teachers will plan and implement small group instruction based on informal and formal assessments. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Primary and 2-5 Science IS</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: PE Teachers and AP's</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 30 minutes of targeted instruction each day that includes: data-based interventions and extensions to review previous TEKS and learning objectives.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Curriculum Committee Grade Level Reps</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 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		
<p>Strategy 1: Before/After School Program: tutoring Strategy's Expected Result/Impact: Students attending before school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Saturday camps Strategy's Expected Result/Impact: Students attending Saturday camps will have a 50% increase in growth from their average score of pre to post assessment by grade level. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Instructional Specialist (Primary) Strategy's Expected Result/Impact: By the end of the year, we will reach our target goals from our CIP for 3rd-5th campus and individual grade level math scores showing improvement from our 2021-2022 scores in math. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: Math Consultant- alignment with grade level TEKS, use of manipulatives, small group instruction, quality first instruction Strategy's Expected Result/Impact: By the end of the year, we will reach our target goals from our CIP for 3rd-5th campus and individual grade level math scores showing improvement from our 2021-2022 scores in math. Staff Responsible for Monitoring: Instructional Specialists, AP's</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Professional Development: Reading/Writing Consultant- alignment with grade level TEKS, differentiation for SPED and ESL, quality small group instruction</p> <p>Strategy's Expected Result/Impact: By the end of the year, we will reach our target goals from our CIP for 3rd-5th campus and individual grade level reading scores showing improvement from our 2021-2022 scores in reading overall and in sub-pops.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, AP's</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: 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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue with goals and update with new legislative and district requirements.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All staff members will receive training on campus Emergency Operations Plan and safety procedures throughout the year.</p> <p>Strategy's Expected Result/Impact: Staff is confident and capable in regards to our student safety and our Emergency Operations Protocols.</p> <p>Staff Responsible for Monitoring: Principal & EOP Representative (AP)</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal and EOP Representative</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 96% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

Next Year's Recommendation: Improve communication with and from teachers regarding attendance requirements and procedures for parents.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: We will recognize students with perfect attendance periodically and communicate the importance of consistent attendance with parents.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%.</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Registrar</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased across the percentage of our student population by 1%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: We have an extremely low number of office referrals driven by a few students. We will continue our effective systems and PBIS strategies in order not to exceed 5% of our student population.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions: Maintain a balanced ratio of in-school suspensions for SPED and African-American students with our enrollment utilizing effective PBIS and restorative discipline practices.</p> <p>Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will continue to be in ratio with or below % enrolled</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We will maintain our low/minimal number of Out of School Suspensions by continuing to follow the Code of Conduct. All staff will effectively implement the restorative behavior continuum, campus mentors, strong home-school partnerships, and social skills/character trait lessons during advisory.</p> <p>Strategy's Expected Result/Impact: Out-of-school suspensions will continue to be low/minimal.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Continue use of our effective systems and PBIS strategies.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of all students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Continue use of our effective systems and PBIS strategies. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Assistant Principals	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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: All staff will use discretion with absences and we will recognize staff with perfect attendance periodically.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Campus Secretary</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 2022-23 school year, 100% of teachers will receive job targeted and personalized professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Provide and promote a menu of options for professional development that allow for flexibility in format and a variety of topics relating to our campus and individual teacher goals.</p> <p>Strategy's Expected Result/Impact: Teachers are provided with high quality training that enables them to effectively support our campus goals and student needs by implementing best practices.</p> <p>Staff Responsible for Monitoring: Principal, IS's, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 5% from the 2019-20 (pre-COVID) school year.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will continue to engage parents/community through our VIPS and campus communication to increase involvement and attendance at campus events.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will offer two interactive classroom parent involvement activities a year for each grade level during the school day.</p> <p>Strategy's Expected Result/Impact: Parent involvement and engagement will increase.</p> <p>Staff Responsible for Monitoring: Assistant principals and teachers.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Cheryl Fisher	Principal
Classroom Teacher	Erika Sanchez	Kindergarten Teacher
Classroom Teacher	Jennifer Collier	Kindergarten Teacher
Classroom Teacher	Barbara Wilkinson	1st Grade Teacher
Classroom Teacher	Christina Vazquez	1st Grade Teacher
Classroom Teacher	Karen Ibarra	2nd Grade ELAR Teacher
Classroom Teacher	Colyn Bezanilla	2nd Grade M/S Teacher
Classroom Teacher	Kristina Ponce	3rd ELAR Teacher
Classroom Teacher	Teri Fielder	3rd M/S Teacher
Non-classroom Professional	Ann Pruitt	Assistant Principal
Non-classroom Professional	Suzanne Davies	Assistant Principal
Non-classroom Professional	Lauren Bohm	2-5 M/S Instructional Specialist
Non-classroom Professional	Tony Morrow	2-5 ELAR Instructional Specialist
District-level Professional	Elizabeth McDowell	District Representative
Parent	Christy Garrison	Parent #1
Parent	Marlana Martinelli	parent #2
Community Representative	Todd Kolhorst	Community Resident #1
Community Representative	Arthur Lattimore	Community Resident #2
Business Representative	Hannah Morris	Business Representative #1
Business Representative	Eli Ruddle	Business Representative #2
Non-classroom Professional	Tiffany Razo	K/1 Instructional Specialist
Non-classroom Professional	Melissa Anthony	Librarian
Non-classroom Professional	Shelby Swancoat	Testing Coordinator
Non-classroom Professional	Abby Ehlers	Counselor
Non-classroom Professional	Jennifer Cavender	Counselor
Classroom Teacher	Lisa Huff	4th Sci Teacher
Classroom Teacher	Shay Promise	4th ELAR Teacher

Committee Role	Name	Position
Classroom Teacher	Heather Rodermund	5th ELAR Teacher
Classroom Teacher	Christina Sorensen	Special Ed Teacher
Paraprofessional	Cristol Alvarez	Campus Secretary
Paraprofessional	Felicia Kucera	Registrar
Parent	Nandra Shatheesh	Parent Representative #3

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	Wells	White	117	113	97%	100%	96%	84	72%	77%	78%	67	57%	62%	47%
Reading	3	Wells	Two or More	24	21	88%	93%	100%	15	63%	68%	100%	12	50%	55%	*
Reading	3	Wells	Eco. Dis.	37	34	92%	97%	82%	23	62%	67%	64%	12	32%	37%	46%
Reading	3	Wells	Emergent Bilingual	31	28	90%	95%	90%	19	61%	66%	62%	8	26%	31%	*
Reading	3	Wells	At-Risk	123	107	87%	92%	86%	66	54%	59%	55%	39	32%	37%	26%
Reading	3	Wells	SPED	31	26	84%	89%	83%	15	48%	53%	58%	11	35%	40%	*
Reading	4	Wells	All	263	249	95%	100%	92%	208	79%	84%	74%	152	58%	63%	49%
Reading	4	Wells	Hispanic	52	48	92%	97%	88%	39	75%	80%	70%	23	44%	49%	45%
Reading	4	Wells	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wells	Asian	66	63	95%	100%	92%	56	85%	90%	79%	51	77%	82%	55%
Reading	4	Wells	African Am.	28	25	89%	94%	92%	19	68%	73%	63%	8	29%	34%	42%
Reading	4	Wells	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wells	White	105	101	96%	100%	95%	84	80%	85%	77%	62	59%	64%	49%
Reading	4	Wells	Two or More	11	11	100%	100%	92%	9	82%	87%	62%	7	64%	69%	46%
Reading	4	Wells	Eco. Dis.	33	31	94%	99%	90%	23	70%	75%	57%	15	45%	50%	30%
Reading	4	Wells	Emergent Bilingual	20	16	80%	85%	77%	12	60%	65%	32%	11	55%	60%	23%
Reading	4	Wells	At-Risk	83	73	88%	93%	85%	51	61%	66%	42%	32	39%	44%	24%
Reading	4	Wells	SPED	13	10	77%	82%	53%	5	38%	43%	29%	2	15%	20%	*
Reading	5	Wells	All	231	223	97%	100%	95%	197	85%	90%	88%	156	68%	73%	55%
Reading	5	Wells	Hispanic	58	56	97%	100%	97%	48	83%	88%	82%	36	62%	67%	38%
Reading	5	Wells	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wells	Asian	53	52	98%	100%	96%	49	92%	97%	92%	44	83%	88%	75%
Reading	5	Wells	African Am.	21	19	90%	95%	87%	14	67%	72%	83%	11	52%	57%	30%
Reading	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wells	White	88	85	97%	100%	97%	75	85%	90%	90%	57	65%	70%	58%
Reading	5	Wells	Two or More	9	9	100%	100%	92%	9	100%	100%	85%	6	67%	72%	54%
Reading	5	Wells	Eco. Dis.	26	22	85%	90%	86%	19	73%	78%	68%	12	46%	51%	32%
Reading	5	Wells	Emergent Bilingual	19	15	79%	84%	92%	11	58%	63%	85%	6	32%	37%	46%
Reading	5	Wells	At-Risk	90	83	92%	97%	88%	64	71%	76%	76%	42	47%	52%	33%
Reading	5	Wells	SPED	10	6	60%	65%	55%	3	30%	35%	*	2	20%	25%	*
Science	5	Wells	All	231	216	94%	99%	93%	170	74%	79%	69%	103	45%	50%	47%
Science	5	Wells	Hispanic	58	53	91%	96%	97%	40	69%	74%	59%	24	41%	46%	23%
Science	5	Wells	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Wells	Asian	53	52	98%	100%	96%	47	89%	94%	77%	35	66%	71%	67%
Science	5	Wells	African Am.	21	18	86%	91%	70%	10	48%	53%	43%	3	14%	19%	*
Science	5	Wells	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Wells	White	88	82	93%	98%	97%	65	74%	79%	77%	38	43%	48%	54%
Science	5	Wells	Two or More	9	9	100%	100%	92%	7	78%	83%	69%	3	33%	38%	54%
Science	5	Wells	Eco. Dis.	26	22	85%	90%	82%	14	54%	59%	50%	6	23%	28%	27%
Science	5	Wells	Emergent Bilingual	19	14	74%	79%	92%	7	37%	42%	54%	2	11%	16%	38%
Science	5	Wells	At-Risk	90	78	87%	92%	81%	48	53%	58%	48%	23	26%	31%	33%
Science	5	Wells	SPED	10	2	20%	25%	*	0	0%	5%	*	0	0%	5%	*

Early Childhood Literacy Board Outcome Goal

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

		WELLS	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
			Target and Actual Rate	70%	70%	72%	73%	74%	77%
All	Total Number Meets or Higher		123		210				
	Total Number Tested		175		287				
	Points away from or above target		0		+1				
	Difference from Prior Year				+3				
	Growth from Prior Year				4%				
		Target and Actual Rate	29%	67%	31%	60%	33%	36%	39%
African American	Total Number Meets or Higher		12		21				
	Total Number Tested		18		35				
	Points away from or above target		+38		+29				
	Difference from Prior Year				-7				
	Growth from Prior Year				-10%				
		Target and Actual Rate	70%	59%	72%	77%	74%	77%	80%
Hispanic	Total Number Meets or Higher		19		40				
	Total Number Tested		32		52				
	Points away from or above target		-11		+5				
	Difference from Prior Year				+18				
	Growth from Prior Year				31%				
		Target and Actual Rate	68%	73%	70%	70%	72%	75%	78%
White	Total Number Meets or Higher		61		78				
	Total Number Tested		84		111				
	Points away from or above target		+5		0				
	Difference from Prior Year				-3				
	Growth from Prior Year				-4%				
		Target and Actual Rate	86%	76%	88%	86%	90%	93%	96%
Asian	Total Number Meets or Higher		25		55				
	Total Number Tested		33		64				
	Points away from or above target		-10		-2				
	Difference from Prior Year				+10				
	Growth from Prior Year				13%				
		Target and Actual Rate	45%	50%	47%	48%	49%	52%	55%
SPED	Total Number Meets or Higher		7		15				
	Total Number Tested		14		31				
	Points away from or above target		+5		+1				
	Difference from Prior Year				-2				
	Growth from Prior Year				-4%				
		Target and Actual Rate	17%	41%	19%	62%	21%	24%	27%
Eco. Disadv.	Total Number Meets or Higher		7		21				
	Total Number Tested		17		34				
	Points away from or above target		+24		+43				
	Difference from Prior Year				+21				
	Growth from Prior Year				51%				
		Target and Actual Rate	76%	52%	78%	72%	80%	83%	86%
EL (Current & Monitored)	Total Number Meets or Higher		14		28				
	Total Number Tested		27		39				
	Points away from or above target		-24		-6				
	Difference from Prior Year				+20				
	Growth from Prior Year				38%				
		Target and Actual Rate	74%	71%	76%	71%	78%	81%	84%
Cont. Enrolled	Total Number Meets or Higher		90		153				
	Total Number Tested		127		215				
	Points away from or above target		-3		-5				
	Difference from Prior Year				0				
	Growth from Prior Year				0%				
		Target and Actual Rate	63%	69%	65%	79%	67%	70%	73%
Non-Cont. Enrolled	Total Number Meets or Higher		33		57				
	Total Number Tested		48		72				
	Points away from or above target		+6		+14				
	Difference from Prior Year				+10				
	Growth from Prior Year				14%				

Reading

Early Childhood Math Board Outcome Goal

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

WELLS		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)	
Math	All	Target and Actual Rate	71%	45%	73%	64%	75%	78%	81%
		Total Number Meets or Higher		78		183			
		Total Number Tested		175		287			
		Points away from or above target		-26		-9			
		Difference from Prior Year				+19			
		Growth from Prior Year				42%			
	African American	Target and Actual Rate	29%	11%	31%	51%	33%	36%	39%
		Total Number Meets or Higher		2		18			
		Total Number Tested		18		35			
		Points away from or above target		-18		+20			
		Difference from Prior Year				+40			
		Growth from Prior Year				364%			
	Hispanic	Target and Actual Rate	70%	34%	72%	60%	74%	77%	80%
		Total Number Meets or Higher		11		31			
		Total Number Tested		32		52			
		Points away from or above target		-36		-12			
		Difference from Prior Year				+26			
		Growth from Prior Year				76%			
White	Target and Actual Rate	68%	45%	70%	62%	72%	75%	78%	
	Total Number Meets or Higher		38		69				
	Total Number Tested		84		111				
	Points away from or above target		-23		-8				
	Difference from Prior Year				+17				
	Growth from Prior Year				38%				
Asian	Target and Actual Rate	91%	67%	93%	81%	95%	98%	101%	
	Total Number Meets or Higher		22		52				
	Total Number Tested		33		64				
	Points away from or above target		-24		-12				
	Difference from Prior Year				+14				
	Growth from Prior Year				21%				
SPED	Target and Actual Rate	36%	14%	38%	29%	40%	43%	46%	
	Total Number Meets or Higher		2		9				
	Total Number Tested		14		31				
	Points away from or above target		-22		-9				
	Difference from Prior Year				+15				
	Growth from Prior Year				107%				
EL (Current & Monitored)	Target and Actual Rate	81%	44%	83%	69%	85%	88%	91%	
	Total Number Meets or Higher		12		27				
	Total Number Tested		27		39				
	Points away from or above target		-37		-14				
	Difference from Prior Year				+25				
	Growth from Prior Year				57%				
Cont. Enrolled	Target and Actual Rate	75%	46%	77%	64%	79%	82%	85%	
	Total Number Meets or Higher		58		138				
	Total Number Tested		127		215				
	Points away from or above target		-29		-13				
	Difference from Prior Year				+18				
	Growth from Prior Year				39%				
Non-Cont. Enrolled	Target and Actual Rate	64%	42%	66%	63%	68%	71%	74%	
	Total Number Meets or Higher		20		45				
	Total Number Tested		48		72				
	Points away from or above target		-22		-3				
	Difference from Prior Year				+21				
	Growth from Prior Year				50%				

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.